CANADIAN HOME ECONOMICS JOURNAL

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CANADIAN HOME ECONOMICS

JOURNAL

July 1968 Volume 18, No. 3

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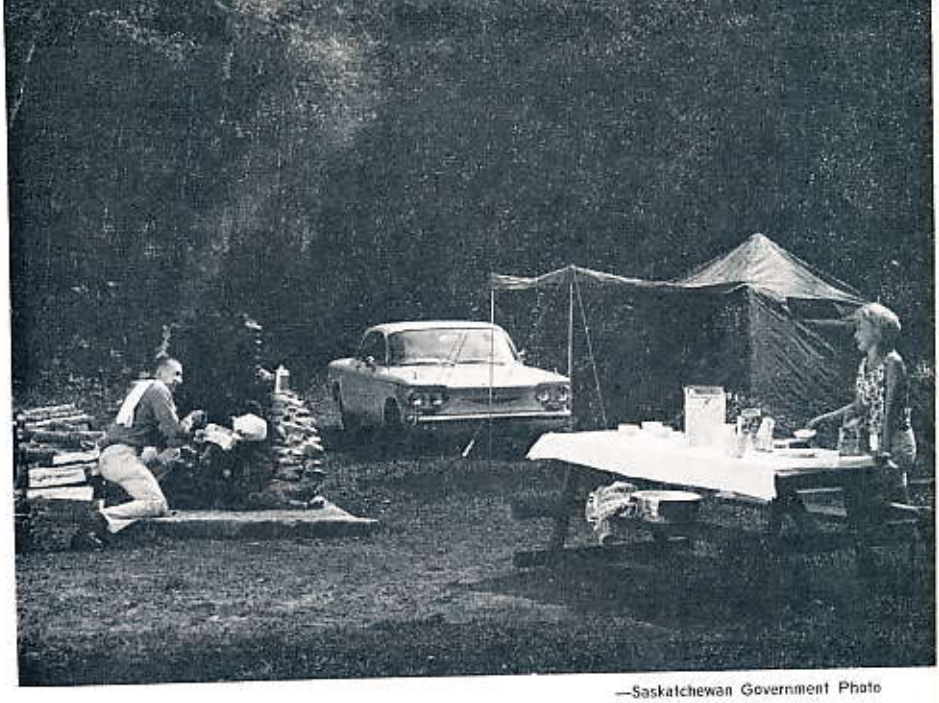


Cypress Hills Provincial Park, Saskatchewan

—Saskatchewan Government Photo

Time . . .

Time for a retiring president to say thank you to all those who have given her support in the past two years;

—to all those who have spent long hours on committee work that sometimes seems rather slow in achieving its purpose;

—to all those who have undertaken leadership along with her.

Time to consider the omens of change.

Time for all members to evaluate their role in the Home Economics profession. Time, indeed, to evaluate the purposes of that profession itself. Is it sufficient for home economists to meet the needs of individuals in families? Today, we have the single person family of the career worker and of the older person. These, along with the family with children are part of a larger community that expands beyond local horizons to the world at large and into space itself.

Time to help the homemaker home economist find her role in the professional organizations. She really is a part of the larger community although she can not always devote full time to the profession.

Time for Home Economics to look at its relations with other community organizations. We have worked closely with the Canadian Dietetic Association in the past. May we continue this in the future. May we extend a helping hand to those in the Canadian Welfare Council and those in the international sphere — our own International Federation of Home Economics and the Hunger Foundation.

Time for us to welcome a new president. May Sally Henry find her two years as your president as interesting — as full in the opportunities for growth — as I have.

Time to go . . .

Wanda Young

President

The Challenge for Home Economics in 1968

by Dr. Arleen Otto
Teachers College, Columbia University

Key conditions of modern life have tremendous implications for home economics education and demand new sensitivities and skills to establish the priorities of what and how to teach today. The revolution in science and technology, the growth of automation and new occupations, the increasing urbanization of society, the unremitting drive for social justice, the need for the surging interest in the humanities and performing arts are but a few of the forces at work. Home economics teachers who accept responsibility for participating in the educational evolution will have a key task in meeting these many challenges. How can teachers contribute to the development of youth so that these future citizens become problem-solving, humane individuals with high skills in the human encounter and an ability to adapt intelligently to changing conditions?

Home economics has a history of good teaching. Home economics teachers have used some of the best methods of teaching to provide for students the best opportunities to learn. We have created school laboratories in which activities with real daily life problems could be solved. We have based our learning opportunities on the needs and interests of youth in the community in which they live. We have conducted teaching and learning in situations outside the classroom through home and community experiences. We have encouraged youngsters to help plan their own learning opportunities. We have built our curriculums around a problem-centered approach based on individual and family growth and development. Now the amount and kinds of change in society and the needs for education are very different and predicted to be even more foreign to teacher education and present-day teaching. The students will adapt easily to the changes.

It is easy to look at your newspaper or television and understand the indications of forces to which education is responding today. Let us sample a few and see if you are feeling the effect of these ideas in your school.

—There is a greater demand for intellectual abilities and skills.

—The requirements to enter college have been increased to include more science, mathematics and foreign languages.

—More parents are encouraging their children to take college preparatory courses in high school.

How can we teach students to think in home economics?

In about a five-minute discussion two of my colleagues said:

"You have to be sure students have something that needs thinking about!!"

"You have to insure the thinker is going to get something worthwhile out of thinking. The student needs to feel his thoughts are worthwhile so he gains satisfaction from using his ideas. There is something to be said about reinforcement or reward for the quality of ones thinking."

"Material organized in sequence is easier to think about. Teachers have an obligation to direct the organization of the content of a subject."

"A teacher being an example of a learner is an important aspect of teaching students to think. Give students ideas which generate ideas. Give them problems to solve and give them the skills to solve problems."

I felt these were real important guidelines for all of us to use as we plan what goes on, day to day, in our classrooms.

Now let's look at what others say and why teaching youth to use the cognitive processes is important.

A great deal is being written inside and outside educational circles about academic excellence, scholarly endeavors highly related to scientific method of search and research. So often these major efforts are associated with areas of science, mathematics, history and subject matter traditionally allied with collegiate preparation. Your

This talk was given to the Home Economics Section, Ontario Educational Association, March 19, 1968.

preparation as home economics teachers stems from science — both social and physical — economics and others of these same disciplines. This raises the question then — what has been lost in application of the basic and principles from the rote disciplines of home economics to the subject matter of home economics taught in secondary school and adult programs?

- Research has produced new knowledge. There is more to know than the teacher can learn or teach. For the first time teachers are called upon to teach that which they never learned in college.
- Formal education does not stop with high school or college. During a lifetime a man or a woman may need to be re-educated to do a different type of work. All women will be expected to work at least 25 years at a job outside the home.
- There are more people to be educated at all levels of education and fewer teachers, therefore larger classes and different ways of teaching are being employed.

It is harder to look inside technological developments and see the mass techniques, the self-education devices, the information technology of micro-imagery, computer and satellite transmission throughout the world. The computer is the heart of these technologies which will be used in education and in the home. The time will be when we push a button to teach and thus release time for small group discussions and seminars.

New knowledge in technological areas is doubling every 10 years. Today 2,000 pages are published every 60 seconds.

There is a surging demand for able minds today. Home economics courses have as many able minds as any other course in the school program. This was recently proven in selected schools in New York State where the one measure of I.Q. of students was used to compare courses. Homemaking courses whether on the junior high level or the senior high level had approximately the same proportion of able students and the same proportion of the less able students as there were in the female student body in the entire school. Family Relationship courses at the 12th grade level attracted a higher proportion of more able students than in the normal range of I.Q.s in the student body.

We can no longer concentrate merely on disseminating facts but must engage students in the mastery of concepts, the understanding of the broad tentative generalizations based on facts and the development of a thirst for learning which derives from experiences such as reasoning, problem-solving and creative thinking. As you know, each level of cognition is important and each learner starts with knowledge (remembering) and carries a concept as far as he is directed and able. These levels overlap but if we plan experiences so they go through all levels we are certainly assured that students must develop the ability to think.

The development of home economics as a subject field reflects the changes in society and the needs of the youth to be educated. If we continue to meet this challenge the type of knowledge taught will reflect a greater emphasis on managing, buying, understanding and appreciating differences in living patterns, the expression of creativity and human growth and development.

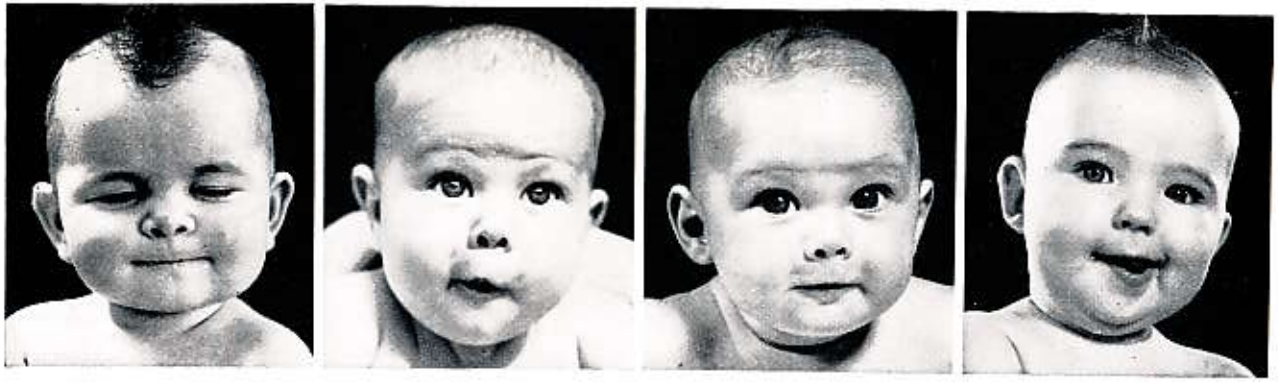
After a selection of what is most important to teach today, the next step is related to how to teach students to think. Education for critical thinking in solving problems and relating ideas is essential in helping persons gain ability to cope with change and apply what is learned to future situations. The learner must be helped to become self-directive in arriving at conclusions or generalizations which can be related to different situations. Each student should be helped to discover the significant meaning and relationships within the knowledge under study.

What are the Steps in Developing Teaching Plans?

Basically there are five steps in developing a teaching plan:

1. Identify the objectives for the level of instruction.
2. Select appropriate concepts and generalizations which if learned will serve as the content of home economics education.
3. Locate background information about concepts and their relationships so students can refer to the references as one source of self-directed learning.

(*Continued on page* 10)



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Program for Horizons '68

Tuesday, July 2—A.M.

9:00—Tour of Qu'Appelle Valley resort area, fish hatchery, T.B. treatment center, Potteries.
Meetings of special groups.

P.M.

12:30—H.E.I.B. Luncheon—Speaker.
2:00—Meetings of special groups.
8:00—Welcoming party S.P.C. building.

Wednesday, July 3—A.M.

8:30—Breakfast—sponsored.
9:00—Registration.
9:30—Official opening.
10:00—*Philosophy of Personal Communication*—Mr. Neil MacLean, META, Toronto. Chairman: Dr. E. Rowles Simpson.
11:00-12:00—Exhibits open.

P.M.

12:00-2:00—Exhibitors' Luncheon.
Mr. Gueun— *Opportunities for Home Economists in the Field of Textiles.*
2:00-2:45—*Perception and Communication* — Dr. John Ross, U. of Wisconsin.
2:45-3:15—Exhibits.
3:15-4:00—*Action in Communication* — Miss Jean Fewster, U. of Wisconsin.
4:00-6:30—Exhibits.
6:30—Government of Sask. Smorgasbord—Prairie Performers.

Thursday, July 4—A.M.

8:00—Breakfast—Sponsored
9:00-9:30—Bus to Miller Composite
9:30—*Introduction to Realization* — Miss Jean Fewster.
9:35—*Personal Communication* — Dr. D. W. Smythe, A.B., Ph.D.
9:55—*Evalution* — Miss Jean Fewster.
10:00-10:30—Visual Presentation and coffee.
10:30-12:15—Group Discussion and Question Period.

P.M.

12:30-1:30—Luncheon — Mobile Canteen, E.M.O. Miller High.
1:30-2:00—Bus returns to Hotel Sask.
2:00-3:00—Annual Meeting.
3:00-3:30—Visit Exhibits—Coffee.
4:30—Annual Meeting.
6:30—Annual Banquet
Chairman: Wanda Young.
Speaker: Mrs. Sally Merchant, U. of Sask. *Human Rights.*
Exhibits open all day.

Friday, July 5—A.M.

8:00-9:00—College Reunion Breakfast—sponsored.
9:00-10:00—Choice of the following:
1. *Trends of Home Economics in Schools.*
(a) Miss H. Janzen, Director of H.Ec. Ed., U. of Man.
(b) Miss Isabelle Elliott, Farmer Director of H.Ec. Ed., B.C.
(c) Mrs. Merle McGowan, chairman curriculum committee, Dept. of Ed., Sask.
2. *The Home.*
Prof. G. V. Da Roza, Ass't. Prof. of Architecture, U. of Man.
3. *Financing the Home.*
B. Bon Bernard, Ass't. Mgr. C.M.H.C., Regina.
4. *Triticale Wheat.*
Mrs. Karen Shaykewich.
10:00-10:15—Coffee.
10:15-11:15—Choice of the following:
1. *Esthetics of Interior Design.*
Mr. Grant Marshall, School of Architecture, U. of Man.
2. *The Future of Food.*
Dr. John Owen, M.B., D.P.H., Assoc. Prof., Preventive Medicine, U. of Sask.
3. *Technology and the Family.*
Dr. Milton Orris, Dept. of Sociology, U. of S.
11:15-12:15—Exhibits.

P.M.

12:30-1:45—Luncheon—Courtesy City of Regina. Mr. M. A. Laird, Chief of Parks, *Gardiner Dam in Sask. Today.*
1:45-2:45—See time period 9:00-10:00. Talks listed there repeated now.
2:45-3:00—Coffee—exhibits.
3:00-4:00—See time period 10:15-11:15 above.
4:00—Wine and Cheese Windup.

Human Values in a Complex Society*

by PHYLLIS J. MEIKLEJOHN, B.Sc., M.Sc.
Special Lecturer, College of Education, University of Toronto

People on the North American continent have never "had it so good." Canada is today, perhaps, the most comfortable country in the world in which to live.

The vast majority of our population, albeit not all, are well fed, well housed, well clothed, well fixed with cars, well endowed with gadgetry of all kinds for their homes. Incomes are at a high record level, enabling individuals to indulge themselves in a myriad of ways.

Life is at the same time well-larded with leisure. Evenings and weekends are liberally laced with idle-time pursuits ranging from gourmet cooking to ski-dooing. Winter vacations are being added to summer vacations. World travel is no longer limited to the moneyed few. The range of recreation is ever widening.

Yet, are people truly happy? It seems many are not! Divorce rates are high, violence is escalating, thousands keep on the move seeking something they can't seem to find. Youth especially appears to be restive.

And worries, they keep cropping up! Many families are head over heels in debt. Incomes, high as they are, never seem quite high enough. There is an increase in mental illness at all ages and stages, suicide is common. Many seek solace in pills and pot!

For this is the age of anxiety, the age when man manipulates man but neither recognizes the other when one is in great danger on the streets. For this is the age of affluence, the age when we have so much that we question what more can we aspire to.

The national attitude, it seems, is one of tremendous uncertainty, rather than one of full confidence. A. Maslow, in the book "New Knowledge in Human Values" poses one answer to why the people of this affluent continent are uncertain. He suggests that the ultimate disease of our time is that of "valuelessness." Maslow further states that this condition is more crucially dangerous than ever before in history!

You may agree or disagree with Maslow that ours is a valueless society. I tend to disagree only with his absolute definition. It would seem that our age is not one of complete valuelessness, not even one of complete moral complacence but rather one of anxious confusion often characterized by a great deal of defensive bravado. We are in an era certainly which is between old value systems which no longer function satisfactorily and new value systems which are not, as yet, clearly defined and operational.

Certainly this transitional stage could be borne more patiently were it not for the unique dangers that face mankind in the latter third of the 20th century. Dangers such as the mounting world population, coupled with a diminishing food supply; the frightening racial unrest and bloody flareups resulting in loss of life and property; the escalating crime rate; the increasing pollution of the air and water that surround us; the sky-rocketing inflation; and the constant ideological conflict, with thermonuclear weapons as an ever-threatening last resort for resolution of this conflict. Dangers by all of which we often are directly and always are indirectly influenced.

This morning we are to take a look at this vast subject of values with thought emphasis on "What do values have to do with the individual home economist personally and professionally?" Just why is it so important in this day and age that one analyze personal values and those of the age? Is it not because we are now citizens of a world most difficult to understand? A fascinating world, I grant you, but a world characterized by rapid social and cultural change, mobility, vast bureaucratic organization and the helpfulness-helplessness

*Presented at Spring Workshop, Toronto Home Economics Association, February 3, 1968, Consumers' Gas Blue Flame Room.

syndrome brought about through automation and cybernation.

Today's individual encounters numerous and complex problems not even dreamed of 50 years ago, problems which bring with them frustrations and uncertainties. What are some of these complex problems which differ so greatly from those faced by our parents and grandparents? One would be foolish to overlook the fact that the generation before us had problems. Problems dealing with the events of life, death, danger and drudgery. But they were problems with a more insular quality, problems confined to a family, a community, a boundaried area.

Life in oldtime communities was more stable, with stable sets of values, standards and rules to guide the community members. It was possible to live almost by rote. The rules that served a grandfather and grandmother were useful to young adults. Not so today. In our world of rapid change, our mobile melting pot, the useful rules of one old culture are often clashing with those of another and many of the rules of old cultures are failing completely to serve the needs of the new social order. Rote living and a dogmatic following of old answers to new problems, no longer assures success. For people on the frontiers of change, the surest solutions must come through creative thought and effort.

Gordon Allport, well known Harvard psychologist who died last fall, saw the following as being problems unique for the immediate decades ahead; individuals are going to face an ever increasing domination of life by science, technology, automation, and cybernation; individuals will have to recognize the impossibility of living any longer in a state of condescension toward the colored peoples of the globe; individuals will need to deal with a population explosion, whose predicted magnitude staggers our imagination; individuals will have to seek a more complete understanding of world societies and their marked differences in values; individuals have need to create a world government, or at least an effective confederation, to forestall threat of thermonuclear war; and as if a planetary world view were not difficult enough to achieve, individuals may have to develop an interplanetary point of view!

To cope with these problems, a revised, flexible system of values has need to emerge, a system which does not allow a rigid clinging to the old but at the same time, one which does not necessitate a wholesale rejection of the old, a value system with fresh facets which can operate in the light of present realities.

For our purposes we must arrive at a definition of values. As with many other words in the English language, values have been defined in various ways. They might be thought of as convictions, those things which ought to be or ought not to be. Values are guides for making decisions. Values are the things we respect, cherish and esteem. Because they are oft-repeated in our lives, they both penetrate and shape our existence. Values are those things for which we are willing to stand up and be counted, to spend money on, plan time for and organize our lives to include. In a very real sense, the values of an individual are the expressions of what he prizes in life and living. But values are *not* mechanical rules of conduct nor are they blueprints of virtue!

Would you take 30 seconds and write down what you feel to be the five things you value most highly?

Not an easy thing to do on the spur of the moment, is it? And yet, every facet of our behavior is pervaded by value judgments and acts of valuing. The fact that many people, young and old alike, cannot recognize their values clearly or have not fashioned them into a consistent value system, does not minimize their role as directives in life experiences.

Values have distinct characteristics that we have need to bear in mind. One never really "sees" another individual's values but one does see indexes of those values. Values, for the most part, are cultural products. It can be said, therefore, that one holds many values common to a culture or a subculture. However, the intensity with which one person holds certain values may differ markedly from that of another person in the same culture, even in the same family. Within a given society, even within a given individual, values do sometimes conflict. One's values may exist at a conscious or subconscious level and an individual may,

or may not, be able to clearly state the values he holds. Values are built up slowly over a lengthy period from our environment and are relatively stable in nature. But it would be a mistake to assume that values do not change over time. For instance, what of the value of thrift? "A penny saved is a penny earned." A maxim followed by our parents. Yet, now we are being told that a penny saved today will be worth half a penny ten years hence. What of leisure? "Satan finds mischief still for idle hands to do." Such was the attitude of our grandparents. In contrast, what is our attitude today? Apparently we value leisure highly, for we do all in our power to secure it, shorter work weeks, holidays with pay, labor-saving devices and all the rest. Finally, values are based more on emotion than logic but still they are important for when one acts in accordance with his values he feels satisfied but when one acts otherwise he feels a sense of guilt or frustration.

Values are formed little by little, much like a coral reef and, like a coral reef, the shape of one's value system changes through time. In childhood, our values are dictated by and absorbed through our parents. In youth, we learn what teachers and leaders think is wise for us to know. In our adult lives, we are subject to the pressures of public figures and mass media, writers of books, advertising image-makers, television producers, critics and reviewers. At all of life's stages we learn values through imitation, identification, contagion and example.

Many analyses of basic value systems which pervade the North American continent have been offered. No one is complete but, collectively, they do identify some of the intangibles which so often affect people's goals and life directions.

One school of thought subscribes to the theory that there are certain universal values in a culture and, in addition, alternative values chosen by the individuals in that culture. Certainly, the fact that we live in a democratic society delineates what might be one such universal value—"respect for one's worth and dignity and the worth and dignity of others." Because we in Canada are primarily of a Judeo-Christian background, another universal value might be that of the Golden Rule: "do unto others as you would have others do unto you."

Alternative values from which we make our selection in our present-day society are myriad in number, appearing in different patterns within the individual at the various socio-economic levels. Alternative values might be thought of as two-pronged: personal values and society's values. We dare not regard one without the other for it is useless to discuss values as personal acts while disregarding the society which must give them meaning. Personal values could include serenity, courage, honesty, love, beauty, knowledge, security, empathy, friendship and co-operation. These personal values operate within a society which collectively esteems some of the same values but some quite different ones; values such as achievement/success, material comfort, activity/work, individuality, democracy, efficiency/practicality, progress, and external conformity.

Certainly, in such an era one can see the necessity of defining his own values clearly. For a well-developed system of values becomes your working philosophy of life, the tool which makes your decision-making more meaningful. In the turbulent times in which we now live, if one has no established hierarchy of values, when faced by a decision, one may well be lured by the image-makers and instead of getting what he likes, one may well be compelled to like what he gets! One of the great virtues in having an established system of values is that you have a compass you can trust. For as Erich Fromm has so well stated: "the knowledge of one's values is identical with the knowledge of one's essential being."

In the Royal Bank Newsletter "On Having a Sense of Values," the editor suggests that a person who is seeking a balanced set of values has need of certain basics. These include: health—certainly good health is fundamental to an enjoyment of life, for if one is plagued with a toothache, a long-awaited job promotion is no more valued than is finding a seat on the subway; education in its broadest sense is needed if one is to possess the tools which will enable him to extract the values which give relevance to his life; a degree of idealism is needed as well, for one must hold certain ideals

or too quickly he is entangled in, and bogged down by, those things material; time to reflect and this is a rare quality in our time-tabled existence but a necessary one if a person is to determine "what's it all about?"; courage, too, is required if one is to face the trying issues which daily confront everyone; and patience is needed to work out the answers, patience so that one can refine judgment for meaningful action.

But just what can happen if an individual does not bother with his values, his behavior determinants? The following behavior patterns, and we observe these patterns every day in the people who surround us, are thought to be a direct result of poorly defined value systems. There is Apathetic Alice: she is indifferent and lacks interest, she is a spectator, not a participator, in the great game of life; and Flighty Florence: she is flitting from flower to flower in search of something but she's not sure what; and Conforming Christine: she is more interested in what authority wants or what the group wants and she really has very little idea of what she wants; and Dissenting Doris: she is against everything and she vetoes just out of general principles; and Uncertain Ursula: she has extreme difficulty in making up her mind, she is a maybe sort, maybe this is the way but, then, maybe that is; and Role-playing Ruth: she is a mimic, she bases her actions on someone else's life style, if it works for Jane then why not for her; and, finally, Vacillating Verna: she has wide swings in behavior, she usually decides her actions by the latest thing she's heard, read or seen. Do you recognize anyone? Such a waste—a waste of money, effort, energy and that precious and so limited commodity, "lifetime"!

Much time has been spent looking at the human and social conditions of the age and postulating the necessity of understanding values and coming to terms with value conflicts caused by these conditions. To round out this morning's remarks, I should like us to consider briefly the privileges and responsibilities of being an individual in time and, more specifically, of being a unique individual with special attributes derived from a home economics background.

As an individual, each has been granted tremendous privileges: Freedom *from* the basic wants of food, warmth, shelter, freedom from drudgery, oppression and ignorance. Freedom *to* think our own thoughts, to speak our own minds, to write our own ideas, to move, assemble and associate with our choice of people. Freedom *for* being aware, responsive, open to new experience, and freedom for being creative. Freedom, as at no other period in human history, *to be* fully functioning human beings. But with this freedom comes responsibility.

It is all important to understand one's values and the values of the age and, hence, understand one's essential being. But it is most important for home economists, who have as their prime concern target the well-being of families and the individuals who comprise these families. In order to be effective members of our profession, we owe it to ourselves and to those we serve. The simple fact is that an individual may cause harm not only by his actions but by his inaction and he is justly accountable in both cases. We must, therefore, make ourselves available in many ways to many people to assist them in gaining a secure footing in a confusing world. Our emphasis for action as home economists in whatever role: as educator, researcher, home economist in business, dietitian, institution administrator, social worker, wife and parent, or community worker, is to value ourselves and act on those values to make our vital contribution widespread. For, as Emerson states: "This time like all times is a good one if we but know what to do with it."

THE CHALLENGE FOR HOME ECONOMICS IN 1968

(*Continued from page* 4)

4. List learning and evaluating experiences on levels of cognition, recognizing that not every student will have early experience.
5. Summarize the learning so the student can formulate in his own words, generalizations and principles.

Education is not something to prepare you for life. It is a continuous part of life.—*Henry Ford.*

° ° °

The tyranny of tradition is always the greatest hindrance to progress.

Abstracts of Current Literature

Submitted by the staff members of the INSTITUT DE DIÉTÉTIQUE, UNIVERSITÉ LAVAL

Preliminary observations on durable press wool blend fabrics.

R. A. O'CONNELL, C. E. PARDO *and* W. FONG

1968

American Dyestuff Reporter, 57: 245

This report presents the results of an investigation on fabrics and garments of two wool-cellulosic blends. The fabrics were laboratory evaluated before and after a Wurlan shrink-resist treatment, a durable-press treatment, and a combined Wurlan-durable-press treatment. Garments made from the fabrics with the combined treatments were put through a wear trial with periodic evaluation by an appraisal panel.

Wool-cellulosic blends have been shown to possess excellent durable-press characteristics after a combination of treatments consisting of wool shrink-proofing and cellulosic cross-linking. While a high degree of wool shrink-resist is necessary, this can be attained with a lower degree of polymer add-on than would be necessary for 100% wool because of an additive contribution from the cross-linked cellulosic. The wool "hand" and aesthetics are unimpaired and remain through the garment life.

Garment rejuvenation through normal home washing and tumble drying was completely effective. Little difficulty was observed in soil removal and no permanent heat setting of wrinkles occurred in tumble drying. As with most durable-press garments, the best appearance was realized when the garment was allowed to cool during the final few minutes in the tumble dryer, however, any wrinkles formed in the dryer, as well as wear wrinkles, rapidly came out on hanging the garment.

While laboratory tests show the strength and abrasion resistance of the fabrics to be considerably impaired, wear trials on shirts indicated that the loss in wear life is not intolerable, especially in view of the complete ease of care. This further points out that currently available tests are unable to adequately evaluate garment end-use requirements and only through observations on garments in service can complete appraisal be made.

Metabolic studies on the supplementary value of animal and vegetable proteins.

J. E. DUTRA DE OLIVEIRA, L. SCATENA *and* G. C. DUARTE

1967

Nutritio et Dieta, 9: 4, 249

A metabolic study was made of the supplementary value of a combination of animal proteins (cow's milk, meat, and eggs) and of vegetable proteins (soy milk, soybean flour, and ground beans) in a basic Brazilian diet through nitrogen balance techniques. Participating were 24 children from 1 to 3 years of age, boys and girls, who were former cases of infant malnutrition in the southern part of Brazil and previously brought to the metabolic research unit for treatment. The basic part of their diet included rice, beans, vegetable pear, pumpkin, oil, sugar, and bananas; this supplied 25 per cent of the total dietary protein. The remaining protein was furnished by the animal or vegetable supplements mentioned above.

The two metabolic balance studies carried out in each child showed that the average nitrogen absorption was higher in the patients fed on the diet supplemented with animal proteins, when compared to the group with the vegetable protein supplement. On the other hand, highest nitrogen retention (in relation to both intake and absorption) occurred with the vegetable-protein supplementation. These findings point out that the proteins from soy milk, soy flour, and common beans have a value comparable to that of cow's milk, meat and eggs. The present experiments also confirm other studies where the authors compared the supplementary value of a mixture of corn and soya added to the local basic diet, with a supplement of cow's milk added to the same diet and fed to a control group. It was also found that the nitrogen retention with the vegetable proteins was similar or even higher than that found with the milk supplementation alone.

The vegetable proteins used in this study have the advantage of being cheaper than animal proteins, can be adapted to local food habits, and are available in Brazil.

Le devenir de l'Enseignement ménager.

LOUIS PEYSSARD, *Inspecteur général honoraire de la Santé et de la Population*

Avril 1968

L'Ecole ménagère française, U.N.C.A.F., Paris 9e—Janvier et février 1968

L'Enseignement ménager s'avère, aujourd'hui, un paradoxe! . . . Pourtant, de par sa riche tradition pédagogique, il se présentait comme un apport essentiel à la civilisation française depuis cent ans. D'où vient que cet enseignement demeure actuellement au seuil des programmes essentiels, comme la musique, la danse et la peinture?

Une réflexion sur les données du passé nous rappelle que l'éducation ménagère se communiquait de mère en fille quand la vie sociale se confondait avec la vie familiale.

Mais l'avènement de l'industrialisation, avec l'exode rural et le travail des femmes en usine au 19ème siècle, vint modifier l'optique de la vie féminine.

La mère comme la fille ignoraient trop souvent les secrets d'une excellente ménagère et la société dut offrir un enseignement qui n'existait plus au foyer et qui devait adapter la vie quotidienne "au rythme des changements matériels apportés à tous les détails de l'existence."

Dès lors, la discipline nommée Enseignement ménager se constituait de plusieurs notions différentes qui n'avaient de commun que leur interdépendance touchant la vie familiale, comme: le logement, le vêtement, l'alimentation, le soin des enfants, le budget, etc. . . .

Cependant, ces valeurs jugées prépondérantes pour la formation féminine s'estompent graduellement dans notre monde moderne.

La grande variété de produits préfabriqués et l'équipement automatique favorisent le travail hors du foyer.

On ne fait plus son pain et on raccommode de moins en moins. La couture et le tricot deviennent souvent de l'artisanat pour l'occupation des loisirs. Par contre, on achète beaucoup plus que dans le passé et l'éducation du consommateur devient une exigence.

Peut-on continuer d'enseigner sans repenser le contenu des programmes?

On songe à une nouvelle dénomination pour l'Enseignement ménager . . ., mais surtout on rêve d'une discipline faite de psychologie et de morale, de finance et de droit, d'esthétique et de science du marché.

"Cela ne peut se faire que par le développement d'un corps spécialisé, public et privé, ayant sa place comme tel dans les effectifs des enseignements et parmi les travailleurs sociaux."

Il est urgent de faire une mise à jour du contenu de l'Enseignement ménager, pour réinventer de nouveaux programmes au besoin et en rajeunir la formule.

Le souffle baroque.

GUY WEELEN

1968

Connaissance des arts, 192, 73

Après une visite à l'église d'Ottobeuren, en Allemagne, Guy Weelen écrit ses réflexions sur le style dont cette église étourdissante offre un exemple.

Le baroque, comme toute oeuvre de l'homme, incarne une attitude, un comportement de l'homme à un moment précis de l'histoire. En général, l'exubérance passe pour être la caractéristique de cette époque qui a vu naître cet art. Mais, d'après l'auteur, c'est là prendre l'effet pour la cause. Il faut savoir fouiller davantage pour découvrir que l'homme baroque s'est plu à percevoir l'univers d'une manière globale, manière qui suppose l'instantanéité. Et quoi de plus instantané que l'éblouissement et le choc que l'architecture baroque engendre.

Ce foyer central de l'attitude baroque que sont l'éblouissement et le choc implique une idée d'anéantissement mais aussi une idée d'unité entre les éléments, un désir de fusion entre l'homme et les éléments, unité qui, pour parvenir à ses fins, a besoin d'être activée. C'est grâce à l'intensité de son art que l'artiste baroque arrive à communiquer cette unité. La sensation, remplaçant la logique, voie naturelle de communication, compte sur l'intensité. Comme ce n'est pas à l'ordre de la raison que ce style s'adresse, il peut inventer et multiplier les métamorphoses. Il agit comme un magicien dont la soif de l'impossible ne s'étanche jamais. Aussi, sous les doigts de l'artiste, la matière perd sa densité. Elle trompe l'oeil et suggère sans cesse sans jamais fixer l'esprit. Ses formes ne se comprennent pas isolées et leur nombre rappelle l'activité incessante de la nature.

L'espace baroque, quand il est envahi par la lumière, peut tour à tour soumettre le visiteur à la surprise et à la frayeur. Cet espace déroute. Il n'est pas fait pour conduire, il est fait pour perdre.

Pour reprendre sa notion d'instantanéité, l'auteur considère finalement l'architecture baroque comme un éphémère cruellement cristallisé. Par exemple, il rappelle que dans la statuaire particulièrement, le baroque représente un moment intense. Il le fait également en évoquant la ligne ondulante des vagues ou la trace de l'écume laissée sur le rivage.

Le baroque trouve son unité fondamentale dans un noyau central: l'instant.

Who's Who in Home Economics

Mrs. Gordon Macdonald
B.Sc. (Home Economics)

Mrs. Gordon Macdonald, nee Christine Mackenzie, was born in New Glasgow, Nova Scotia. She obtained her primary and secondary education in the nearby town schools of Stellarton. Interested in Home Economics, she attended Acadia University, Wolfville, N.S., and graduated from there with a Bachelor of Science degree in this field.

Christine Macdonald takes an active part in the work of the Canadian Home Economics Association and she is, at present, representing Newfoundland as a class A member on the Board of Directors. She thinks that this Association has a tremendous responsibility re the health of Canadians, especially of the young. She suggests that, "C.H.E.A. should try to upgrade the role of the Home Economist in this respect—with more teaching and administration, leaving basic skills to those trained for such vocations." She suggests also that, "Home Economics should support community efforts in all projects related to the well-being of the public."

Mrs. Macdonald is presently representing the Teachers Federation on the Canadian Council of Nutrition.

Christine Macdonald and her husband lead a busy life in St. John's, Newfoundland. He is chief engineer for the Department of Highways of this province, and she is a Home Economics teacher at the Prince of Wales Collegiate. They have two sons, aged 15 and 12 years of age, and a 9-year-old daughter. In the summer Mrs. Macdonald enjoys golf and travel.

Centennial Medal Awards

Dr. Mabel Patrick and Miss A. Berneice MacFarlane, both of Edmonton and life members of C.H.E.A., were recipients of the Centennial Medal for their outstanding contributions in the field of Home Economics.

Mrs. D. E. MacDougall
B.Sc. (Home Economics)

Barbara MacDougall, nee Curlette, is a Westerner. She was born in Calgary and attended primary and secondary schools there and the High School at Nelson, B.C. From the University of Manitoba she received a B.Sc. degree in Home Economics. She is presently a student at the University of Calgary and expects to obtain a Professional Certificate in May, and a B.Ed. in the near future.

Mrs. MacDougall has had experience as a Home Demonstration Agent; conducting Food Demonstrations for Federal Co-operatives; helping to set up a short course in Family Finance and Family Living for the Adult Education Division of the Calgary School Board; and writing talks for the C.B.C. Farm Broadcast. She considers, however, her "important primary position is being a wife, and a mother of two girls and a young son."

Mrs. MacDougall is the Alberta representative on the C.H.E.A. Board of Directors. She has worked hard trying to stimulate a greater interest in C.H.E.A. in the province.

Barbara MacDougall has held a number of offices in the Calgary Home Economics Association, including that of President, and she has been active also in the Provincial Association. She was president of the Undergraduate Chapter of Alpha Gramma Delta, also of the Calgary Club that she organized.

Mrs. MacDougall suggests that we must put more effort into "developing the humanist side of Home Economics—support the Committee on Family Life; work for more post-graduate opportunities in this area; expand our interest in the welfare of the home to the welfare of the wife and mother in the home."

School of Household Economics
University of Alberta

The School of Household Economics, University of Alberta celebrates its Golden Anniversary on September 27 - September 29, 1968. The activities will be centered around the School of Household Economics Building on the University campus in Edmonton. The weekend is also Homecoming Weekend across the campus and special activities are planned by many faculties and schools since this is the sixtieth anniversary of the founding of the University as a whole.

The celebrations will be attended by Dr. Mabel Patrick, the first director of the School and by Miss Hazel McIntyre, director from 1956 to 1961. Both live in Edmonton and maintain their interest in the School and are active in many organizations. Miss Patrick lives only one block from the School so she can still "commute" very easily.

It was in June 1918 that the Department was organized under the Faculty of Arts and Science with Miss Patrick as the sole lecturer. She was given *one room* in the basement of the Arts Building. Her office was on the second floor at the opposite end. With these modest facilities, she was asked to provide a four-year course leading to a Bachelor of Science degree in the Faculty of Arts and Science, and also a three-year course leading to a Bachelor of Household Economics in the Faculty of Agriculture.

Seven students registered in the degree course in the first year and fifteen in the Arts option. Miss Edith McKinnon, who had started her program in Olds College of Agriculture, was the first graduate. In 1928, the Department became a School and the degree courses were united under Arts and Science. By 1935, the course was changed to three years following senior matriculation. The training of teachers was taken over by the Faculty of Education in 1945.

In 1953, Miss Patrick reported that 288 students were registered for courses offered by the department. This figure included students from Household Economics and from Nursing, Education, and Dentistry. At that time the staff consisted of four full-time members: one sessional instructor, one part-time sessional instructor, and three dietitians (the Department acted as consultant for the Campus Food Services. (Photo 1.)

This 1952-53 photo includes the three directors of the School — Dr. M. Patrick, Miss H. McIntyre and Dr. E. Empey; and the assistant director Grace (Duggan) Cook.

In 1956, Miss Patrick retired after a distinguished career. She was president of the Canadian Home Economics Association from 1946-48 (during which time the constitution was set up), and she proposed the setting up of the Journal in 1950. She received an honorary degree of Doctor of Laws in 1968. Miss Hazel McIntyre had been a valued member of the staff from 1925 and was appointed Director in 1956. Then Dr. Elizabeth Empey (Alberta and Cornell) became Director in 1961.

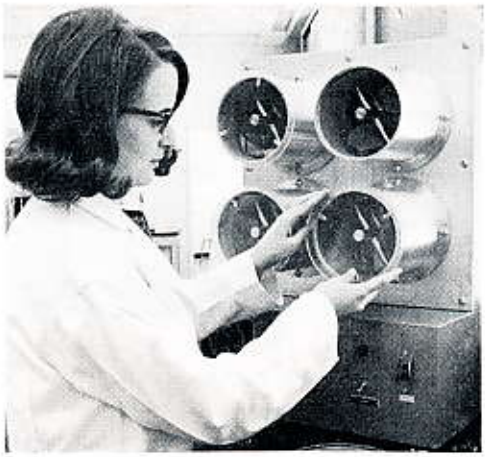
Under the new University Act of 1965, the School became an independent School; its Council reports directly to General Faculty Council. It may be said to have come of age!

Most students will remember the South Lab as their home base – the School moved into these "temporary" quarters in 1920, but stayed 35 years. There was only room for two laboratories, one lecture room, three small offices and storage rooms; that so much was accomplished speaks volumes for the high standards of the staff and the students. From 1920 to 1965, 894 students graduated.

Over the years, graduates have gone to all parts of Canada and to countries beyond Canadian borders to serve in many capacities as home economists. Among those who have attained distinction in Canada is Margaret Malone (now Mrs. Ross Vant), the first therapeutic dietitian in Alberta. In 1923, as a student, she worked under Dr. Heber Jamieson, Specialist in the treatment of diabetes. The year 1923 marked the discovery of insulin, and Miss Malone's first position was that of assisting in the treatment of diabetes by means of diet and insulin. Miss Katherine Johnson (now Mrs. E. Peebles), president of the C.H.E.A. from 1956 to 1958, was one of the youngest, internationally oriented and professionally active persons to be so honored.

Some graduates have held positions in other countries or with international agencies. Miss Jean Robertson spent some years teaching in Ethiopia and the Sudan. She returned to Canada to obtain advanced degrees and now is a member of the Faculty of Education, University of Alberta. Miss Lila Engberg, home economist with F.A.O., has been in Malawi for four years working on the Homecraft Program which is co-ordinated with the Community Development Project in this newly formed African country.

Miss Martha Munz was the first home economist from the University of Alberta to accept a C.U.S.O. assignment. From 1965 through 1967 she taught in St. Mary's Secondary School in Kawambwa, Zambia. From the class of 1967, two more graduates, also internationally minded, were accepted for C.U.S.O. appointments: Miss Patricia Farnalls is on a teaching assignment at the Winneba Specialists' Training College in Ghana and Miss Nancy Jenkins is teaching at the Lindi Secondary School in Tanzania.



Third year clothing textile student using the Randan Tumble Pilling tester.

In 1965, the long awaited move to a permanent building was made. It was a very well equipped building with labs, lecture rooms and offices on four floors. Good design of furnishings and fittings and exciting choice of color resulted in a stimulating and functional environment for work. Also, increased facilities and equipment for the textile section became possible in the new building. (Photo 2.) As a result of having the new building, new programs were offered in the fall of 1965. Students were given a choice of a general program, a Clothing and Textiles program or a Food and Nutrition program. Registration jumped 50 per cent and has risen steadily each year. Since 1960-61, the School has offered a Master's program in Nutrition. Also a Master's degree in Home Economics Education is offered by the Faculty of Education in conjunction with the School.

For the past three years students enrolled in all programs (including the Bachelor of Education program) have used the closed circuit television facilities located in the Education building. (Photo 3.) Plans are now under way for closed circuit television within the Household Economics building.

At present there are 15 full-time academic staff and 9 part-time staff. The graduating class this year numbers 90; in addition, 26 students enrolled in a B.Ed (H.Ec.) program will graduate, and also

Third year student working with closed circuit television for self-evaluation.

8 students enrolled in a program of B.Ed. after B.Sc. (H.Ec.). Permission has just been granted for the School to be organized into three departments (Food and Nutrition, Clothing and Textiles, Family Studies) and to offer a four-year program in each department.

The School wants to take this opportunity to invite *all* home economists, whatever their alma mater or present occupation, to participate in the Golden Anniversary, September 27-29. Start now to get in touch with your classmates. If you have lost touch with them, maybe the School could help you to trace them. Plan for reunions with former classmates. If you cannot come, please write to tell us where you are and what you are doing, so we can pass on the information to your friends.

Present lists of interested people and organizations are far from complete, so *please* send us your name and address for future newsletters.

A display of photographs, both "Ancient and Modern" is planned. Please send us photographs from your college days, or of yourself and your family now. Write the names and dates on the back; we will take great care of photographs and return them immediately after the "weekend."

Life is like a play: First you play the principal part, then a small part, then you prompt the others, and finally you see how the curtain falls. — *Winston Churchill.*

° ° °

A sound education must include learning to know when one should differ from his fellow men. — *Paul Woodring.*

TENTATIVE PROGRAM

September 27, 28 and 29, 1968

FRIDAY, SEPTEMBER 27

Afternoon—"Whither Goeth Higher Education" — Dr. W. A. Smith, President, University of Lethbridge, Lethbridge, Alta.

Coffee party and Tours of the School of Household Economics.

Evening — Public Lecture — "The Irrational Component in Family Making" — Dr. Carlfred Broderick, Associate Professor of Family Relationships, College of Human Development, Pennsylvania State University.

SATURDAY, SEPTEMBER 28

Morning — Symposium — "The Study of the Family at the University Level."

Speakers — Miss Anne Burns, Director, Family Life Education, Division of Child and Maternal Welfare, Department of National Health and Welfare, Ottawa.

—Miss Isobel Munroe, Case Consultant, Family Service Association, Edmonton. Appointed Dean of Women, University of Alberta, Edmonton, starting September 1968.

—and other special guests.

Noon—Luncheon at the Faculty Club.
Afternoon — University of Alberta Golden Bears Football Game.

Evening — Homecoming Banquet and Dance.

SUNDAY, SEPTEMBER 29

Privately arranged activities.

Responsibilities — Women haven't taken advantage of the opportunities open to them, said Mrs. Murray Lord, a practising architect in Winnipeg. Mrs. Lord, a mother of four, said that women are still being brain-washed into believing having children is their sole role in life. Girls are still being pushed into the traditional female fields of nursing, teaching and social work. Nobody points out to the brilliant youngsters with talent in sciences and languages, the career opportunities in research and the diplomatic services.

Education for Work with Young Children

by JOANNE ESSON

Mrs. Esson obtained her B.A. degree from Manitoba and her Diploma in Child Study and Bachelor of Social Work (group work) from the University of Toronto. Her social work experience has been in Settlement, and Y work with children, teen-agers and adults. Her teaching has covered the wide field of summer extension courses for teachers and eight years at Ryerson Institute. Despite the fact that she is married and has four children, she has completed her course work for her M.A. degree in Educational Psychology and has her thesis in progress.

With the proliferation of courses designed to train personnel for work with young children, it becomes increasingly important to define as clearly as possible the particular goals and purposes of each of the institutions involved. "As a pioneer in field of vocational education at the technological and applied arts level, Ryerson welcomes the birth of a score of newly founded Colleges of Applied Arts and Technology in Ontario." As members of the profession actively engaged in early childhood education, the pre-school education staff at Ryerson are vitally concerned with the quality of courses in this area, here and elsewhere. We feel that it is both a responsibility and a pleasure to be available for consultation in course planning, and in school planning, particularly for children under six years of age.

Ryerson graduates of the past decade have accepted a variety of positions with normal and atypical children of various ages. Many of them have assumed responsibilities which demand a high level of maturity and education. Before looking at the courses in detail, it is important to keep in mind that Ryerson is essentially a vocationally oriented institution. That is, its primary purpose is to prepare its graduates for employment. In order to do this, the Ryerson pre-school staff included courses in three major areas; the humanities, the child-oriented or professional areas, and field practice in a variety of settings. The humanities or liberal arts area includes such subjects as English, economics, history and philosophy. Its purpose is to provide a broad base for the students' professional or technological education. The second area includes child development and child psychology, techniques or methods, research studies and other courses directly pertaining to the practice of their profession. The third area is that of practice, perhaps the most important. If the student cannot practice her profession, any other preparation is meaningless.

We do not feel that there is any "right" method for teaching young children, so we do not stress rigid techniques. Instead, we try to give our students as much knowledge and understanding about people generally and children particularly, as is possible. We place a good deal of emphasis on the individuality of children and the difficulty of planning a program which meets even most of the needs of most of the children. We try to give our students opportunities to work with different age groups in a variety of settings. With experience and knowledge will come confidence and the ability to do a job well. Preschool Education at Ryerson is an option in the Home Economics department. In the first year all Home Economics students study English, Physics, Chemistry, Psychology, Clothing and Textiles, Foods and Child Development. In second year each student specializes in one of three options, Pre-school, Fashion or Food Administration. In the pre-school education option, we are able to handle between 20 and 30 students in each of the second and third years. At present, our second year students spend the mornings practicing and the afternoons at lectures. The procedure is re-

Copy of an article prepared for the Institute of Child Study, University of Toronto, bulletin, Spring 1968.

versed for third year. Thus, about one-half of the student's course hours are devoted to student teaching.

Ryerson has its own nursery school which provides an opportunity for student observation and practice. All students observe in first year and begin their practice in our school in second year, subsequently working in other settings, schools, community centers, etc. The primary purpose of the school is as a demonstration center for the students. However, implicit in this is the provision of the best possible school for the children and their parents. Again, the emphasis is on individuality and the children are encouraged to learn by the provision of an interesting environment; but expectations for his growth and development are geared to each child.

Ryerson attempts to prepare its graduates to work capably with young children, to be flexible, willing and anxious to continue learning; in short, to be thoughtful, mature teachers who like and enjoy children.

HOME ECONOMICS NEWS WRITER

THE CANADIAN SUGAR INSTITUTE will soon require a part-time home economics news writer in their expanded Montreal offices.

The job will demand a two- or three-day work week and a person skilled in news writing with good experience in feature writing and literature research.

Subjects will be some aspects of the sugar industry and its products, but also food, nutrition and dieting.

Resumés and work samples are required of applicants. Interviews may be arranged by writing or calling John Sweeney, Executive Secretary, Canadian Sugar Institute, 408 Canada Cement Bldg., Phillips Square, Montreal 2, Quebec. Telephone AC514—878-3104.

World Organization for Early Childhood Education

(Organization Mondiale pour L'Education Prescolaire)

XII World Assembly of O.M.E.P.

July 31 - August 7, 1968

Washington, D.C.

Statler Hilton Hotel

Theme: THE RIGHTS OF THE CHILD: THE REALIZATION OF HIS POTENTIAL

Lectures and Panels

The Rights of the Child: The Realization of His Potential.

Play Space vs. Housing in Relation to the Family.

The Role of Mass Media in Providing Information for Parents.

Planning for the Disadvantaged Child.

The Influences of Cultures on the Child.

Discussion groups, interest groups, films, visits, research reports.

Simultaneous translations into French, English and Spanish.

Registration Fee — $20.00 U.S. funds.

The Canadian Committee of O.M.E.P. is co-operating with the hosting committee of the United States in O.M.E.P.'s twenty-first year of service. Over the years the exchange of information, through O.M.E.P., concerning studies of young children, surveys of pre-school education and teacher preparation, and publications of many kinds, has affected policies and practices in nations of every continent.

Interested Canadians will welcome this unusual opportunity to attend the World Assembly in North America.

For additional information write to:

Canadian Committee on Early Childhood,
4 Silverwood Avenue,
TORONTO 10, Ontario.

A well-stored mind enlarges your thinking. It gives you size.

• **Home Economics Graduate Programs U.S.A.**

One of the goals of the A.H.E.A. graduate recruitment committee is to disseminate information on home economics graduate programs more widely. Toward this end, A.H.E.A. has compiled a listing of graduate programs from information furnished to A.H.E.A. in spring 1967 by home economics administrators. Anyone interested may obtain same by writing to Miss Anita De Vive, Head, Department of Publications and Information, American Home Economics Association, 1600 Twentieth St. N.W., Washington, D.C. 20009.

• **Pats and Pans**

Right now fashion shows with mini-, micro-mini, and mini-length skirts in vibrant colors and high prices, make the changing scene. However, nothing was more colorful than the fashion-conscious members and guests of T.H.E.A. at the biennial New Products Dinner. A smashing success conceived, created and executed with dispatch and cunning by Tryphena Flood and her excellent committee.

One daily newspaper reported this event in less glowing terms, but, perhaps, their reporter wasn't feeling very well or was allergic to lamb or home economists, or both. Possibly a good dose of antacid taken before the excellent dinner would have alleviated the morbid sentiments expressed in the report. Fortunately, T.H.E.A. members, with their simple and unsophisticated approach to food and psychedelia, enjoyed themselves.

• **Committee at Work**

Last fall President Kay Spicer announced that T.H.E.A. would undertake to prepare and present a brief to the Royal Commission on the Status of Women in Canada. Since education is a provincial matter, profound and moving statements on what should be done with Home Economics at the school level were not acceptable. T.H.E.A.'s approach to the brief on Status of Women briefly was to emphasize and recognize a status for homemakers, and to urge the establishment of co-ordinated programs of consumer information – programs which will be readily available and well publicized. This second part ties in nicely with the newly established federal department of Corporate and Consumer Affairs.

During the ponderings of the committee, Home Economics and Home Economists were thoroughly scrutinized, sometimes with not too favorable results. However, there is not the pessimism of Charlotte Whitton or writer June Callwood, who called the status inquiry "a lot of nonsense." Charlotte Whitton feels that there is every opportunity for women if "women didn't want to be sissy pussies making sandwiches for the women's auxiliary." Well, that's Miss Whitton! Besides, somebody has to make the sandwiches.

• **Notes From Afar**

Jean Fewster, a very active member of C.H.E.A. for several years, is completing work on a doctoral degree at the University of Wisconsin. Jean, who was in charge of programs for an on-campus radio station, has given up this part of her work in Mass Communications and Home Economics, and is devoting time to other aspects of her topic. She received a grant of $1,000 from the Ford Foundation and hopes to complete her thesis by September.

Jean Erwin, past president of T.H.E.A. is taking graduate studies at Iowa State University. Last year she received one of the two General Foods Fellowships granted in the United States for the value of $1,000. Her topic is Family Sociology and she has been working out of Iowa City with the Board of Education on their Child Development program. Jean hopes to start her thesis this summer. However, she has been given an appointment to teach in the Department of Graduate Studies for the second summer session. Sounds as if she will really be involved and we wish her every success!

(*Continued on page* 44)

The Place of New Families in Canadian Society

PART I*

by REUBEN C. BAETZ
Executive Director, The Canadian Welfare Council

Several years ago there arose to considerable popularity here in North America and probably elsewhere in the western world, a "catchy little song" with the Spanish title of "Que Sera Sera," which translated into English means "Whatever will be will be." No doubt a major reason for the popularity of the song was that the tune was not only intriguingly simple, but the words were universally meaningful. A young boy asks his mother what life has in store for him when he grows up. Will I be happy? Will I be rich? Children are always eager to grow up—but they would like to be reassured that all will be joy and gladness when they become adults and have families of their own. The reply of the mother in the song was fascinating in its simplicity and honesty. Lacking the knowledge of what the future might hold for her child, she replied simply "whatever will be will be" . . . the future's not ours to see.

What does the future hold for those whose tomorrow will constitute the young family?—will they be happy—will they be rich? Our reply to these questions is different from that of the mother's—"Whatever will be will be" in two important respects. In the first place, thanks to the growing store of knowledge in the social and behavioral sciences, we can project to some degree what kind of life awaits the young family of tomorrow. Secondly, we will not be satisfied to view the future with the resigned attitude of "what will be will be." We will try to understand what *should* be and *could* be, and work towards achieving that goal.

What is the typical "young family" of today really like? Is it rich, happy, singing songs day by day? In seeking to find some clues to this question, I will deal mainly with the Canadian scene. Unfortunately, I must utilize a good deal of statistical material. I find this particularly distasteful, frustrating, and inadequate in dealing with such a very human subject. The hopes and plans of a young couple are unique, and are really quite unsuitable for computerization. They're in love, and no biochemist, anthropologist or psychiatrist can completely analyze and categorize the elements which lead the partners to that condition of body, mind and soul.

There is a major limitation in talking about the typical young family in Canada; it is our diversity. Canada's vast geographical variations, the traditions of our many races of people, the numerous sources of our stream of history, have given this country her principal characteristic – diversity. There is no *one* type of family in Canada; there are many types. Immigration has been a constant factor in Canadian life since the arrival of the first Europeans. In over 25% of Canadian homes the head of the household was born outside of Canada. We welcome diversity, and like to talk about our "mozaic" rather than the "melting pot." But when, in the name of diversity, we condone inequality and entrench segregation, then virtue turns to vice. In this respect we have nothing to be proud of when we consider the present plight and outlook for the future of the young Canadian Indian family.

In family size there is also diversity. Among the 20 million people in Canada there are close to 4½ million families. Approximately half of these families consist of less than four persons. The percentage of families with five or more children, varies greatly by region from a low 4.8% in British Columbia, 13.6% in Quebec, and a high of 20.7% in Newfoundland. Families

*This address was given to the International Conference on the Family Inc., at Laval University, Quebec, P.Q., August 28, 1967.

continue to be larger in farm areas than in urban centers. Families with five or more children constitute 16.5% of rural farm families as compared to only 6.6% of urban families.

There is also diversity in standards of living. A family's standard of living is governed in our monetary society in the first place by income. Inadequate income endangers and can eventually destroy family unity and happiness. Nor can any amount of social services completely compensate for lack of income.

Most of the families in this country are enjoying a higher income than their forefathers did, and a much higher income prevailing in over two-thirds of the rest of the world. Nevertheless, many families are living in dire poverty. To grasp the real standards of living of families we need to examine not the average income, but the variations in income geographically and in relation to occupation, training and education, family composition, and so on. We must also examine whether the gap is widening or closing between the highest and the lowest income. When the gaps are wide, and when there seems little immediate hope of narrowing them, then a feeling of deprivation and poverty sets in like a cancer. This partially explains why in some of the most affluent countries the greatest awareness of poverty exists.

To the question, will I be rich? we can answer with some greater degree of certainty than simply "what will be will be." A general but fairly accurate reply would be, "likely not, if you do not possess a good education." We are increasingly aware of the close relationship between education and family income. The lower the family income the less likely are the children to continue in school. And conversely, the lower the education, the less likely there is of earning an adequate income. The outlook is poor for a young couple who lack the basic education and occupational training. They will struggle for survival in an industrial society that increasingly demands technical training for which basic education is essential. An even worse alternative is that they will give up the struggle as society increasingly expels the unskilled from gainful employment.

In spite of this grim outlook, too many youths are dropping out of school without plans or assistance for some kind of training which might eventually enable them to support a family. In a recent study of school drop-outs in Toronto, almost half had either given no thought to the question of employment, or had thought only in terms of taking completely unskilled jobs. They appeared to be completely resigned to life of poor wages and poor opportunity. In the same city, another study of work records of 300 drop-outs revealed that they had held an average of four jobs each during the first 12 months out of school. Fortunately through the adult vocational re-training program, individuals who have lacked sufficient education and training are now enabled, through courses and financial subsistence for themselves and their families, to undertake training. This is the assistance which an industrial society must provide to prevent a lifetime of economic and social inadequacy and dependency.

Through adequate education and training, and provided the economy remains healthy, the vast majority of young families can, and do, cope reasonably well in obtaining and maintaining an adequate income. However, a social security system has been established, which is designed to maintain or supplement income, either in times of emergency brought about by conditions such as sickness or unemployment, or during periods where the expenses of a family are relatively high in relation to their income. In the field of income maintenance, several programs of social security are of particular relevance to the young family. Income maintenance programs are generally divided into three categories:

1. Social assistance payments—which are based on a "means" or a "needs" test.
2. Social insurance benefits – which are paid out as a matter of right when conditions such as unemployment arise against which the beneficiary has been insured.
3. Universal flat-rate allowances, or to use the long-hair term, "demogrants" – which are equal payments going to selected populations such as the aged

or the young without reference to individual income or needs.

Traditionally, social assistance payments are regarded as a last line of defence against starvation when income from all other sources have failed, and the rates of benefits have been slightly above the starvation level. Far too many young families who found themselves in social assistance in the past became virtually chronic dependence cases. A recent study by the Canadian Welfare Council has indicated that the characteristics of dependency were passed on to the children, and were reflected in their school performances.

With the Canada Assistance Plan (1966), the potential for a new era in social assistance in Canada has been opened. The only eligibility requirement under this legislation, which shall be implemented through the provinces, is that it will meet all need irrespective of the causes of need. Under this legislation a young family might be financially assisted even if the chief breadwinner is fully employed but his income does not meet the needs of his family. A recent study of low-income families conducted by the Canadian Welfare Council in four Canadian cities revealed low median per capita incomes as $46 per month, or $550 per year, among breadwinners with low income capacity and large families.

If provinces take full advantage of this plan, we will be able to not only pay more adequate assistance rates, but set up new rehabilitation and preventive services which should keep off or remove from the public assistance rolls, countless families who previously might have become hopeless and chronic cases. Hopefully the Canada Assistance Plan will help many young families in the low-income group.

Under the second general category of income maintenance programs, namely social insurance, are of value to the young family. The first is unemployment insurance. Unemployment insurance is one of the oldest social insurance programs in the urbanized industrial, Western world, and it is almost inconceivable to envisage a society without such a program unless it instituted (what is regarded as the ultimate social security)—a system of guaranteed annual income for all. The impact of family life in a society where an income floor was guaranteed would be tremendous.

There is, in Canada, still no protection against loss of income due to illness, and this lack can be particularly disastrous for young families with high expenditures and no backlog of savings. Although insurance for hospitalization is generally carried, and hopefully by July 1, 1968, we will have a virtually universal system of medical care, the young breadwinner is not protected for loss of income through ill health. A program of cash sickness benefits would fill a serious gap in our social security system.

There is also a lack of comprehensive protection for employed women in the Canadian social security network. Maternity leave was the subject of one of the earliest conventions adopted by the International Labor organization but little attention has been given to the matter in Canada until recently. Three provinces have laws of general application governing maternity leave, but many employed women have no protection in this direction. Married women, including those with small children, are rapidly becoming an increasing part of our labor force here in Canada and elsewhere. In 1941 only one married woman in 20 was in the work force; today we have almost reached the point where one married woman in three is in the labor force. There are now more married women in paid employment than single ones. They are becoming an essential and integral part of our economy, both as producers and consumers of goods and services. If all the married women in a labor force were to suddenly stop working, our economy would grind to a standstill. Therefore, since modern technology has not yet found a formula to produce synthetic motherhood, we require, among other things, a modern program of maternity benefits.

Since 1944 the incomes of young families in Canada have also been augmented through a program of family allowances. Allowances of $6 to $8 are payable in respect of every resident child under the age of 16 years born in Canada or a resident of the country for one year, or whose father or mother was domiciled in Canada for three years immediately prior to the

birth. Payment is made by cheque each month, normally to the mother. Critics point out that since the rates have not been escalated with the cost of living, they have become increasingly less valuable.

The Quebec provincial government has been among the most notable of these critics. It has established a family allowances plan of its own, designed to supplement the Federal program. The Quebec plan makes provision for larger benefits per child as the number of children in the family increases. For example, for the first child a $30 annual supplement is made, for two children the grant is $65, and a family with seven children receives a supplement of $70 per child. The question might be raised whether the larger grant might not be more necessary at the birth of the first child in today's young family, in light of the number of young wives who are members of the labor force, and whose income is temporarily or permanently stopped at the birth of the first child.

There are other critics who maintain that the family allowance program, which during the last fiscal year cost over half a billion dollars, is too expensive, and provides cash assistance to many people who do not need it. In spite of its shortcomings, this program has been of enormous help to young families in low and medium income groups, providing cash assistance without the stigma of welfare. It has been of particular benefit to the young man who has to assume the expenses of a growing family while not yet earning his maximum income. Moreover, family allowances have been an effective device in redistributing family income between high and low income regions. This is particularly important in a country such as Canada with its widely diverse economic regions. We should also keep in mind that middle and upper income families retain less of their family allowance cheques because of our progressive income tax scales. This would be even more true if the Carter Commission proposal to tax family allowances should be implemented.

While on the subject of family allowances, it is extremely important that we also pay some attention to the young one-parent families. In general, communities cannot be commended for showing much concern for the beleaguered one-parent family. Social groups tend to forget them and to concentrate on activities and resources for couples. Is the one-parent family not a family? Certainly the numbers of such families is not inconsequental. At the time of the 1961 census it was reported that female heads of families totalled 265,628, and were caring for 380,905 children. This represented 6.4% of the total number of families, and 4.89% of all children.

As a general rule, one-parent families are not well off financially. In 1962, 45,000 women with 117,000 children received needs-tested mothers' allowances. Another large group of married women with children, with no spouse in the home, are in the work force. Expenditures for care of children while the mother is at work may be high. There is a growing feeling that the family allowances program should be extended to include a universal grant of double or treble the rate of the allowance to children when the head of the family is female. It can be argued, of course, that female heads of families in need are eligible through a needs-tested public assistance program. But for many, this represents the final blow of humiliation. For many a demogrant would provide the added incentive to retain independence. Those who need assistance beyond the flat-rate could still apply for it.

The sole parent carries heavy responsibilities. Family conditions are often depressing. Family morale may be threatened, especially if the breakdown in the home life is desertion by one of the parents. The sole remaining parent may find that social contacts and recreational opportunities are limited because of unrelieved responsibility for children, or she may feel ostracized from the world of united families. If our judgmental society has reservations about "rewarding family breakdown," I would appeal on the basis of the children concerned.

EDITOR'S NOTE: *The second part of this address will be published in the September Journal.*

Degree Program at University of Guelph

The University of Guelph plans to inaugurate a four-year honors degree program in Hotel and Food Administration, President W. C. Winegard announced in Toronto in March. This program will be the first of its kind in Canada and students will be accepted for enrolment in September, 1969, he stated.

In making the announcement of the University's proposals, Dr. Winegard went on to say that the start of the program is conditional on initial financial support from the Hospitality Industry, comprised of restaurants, hotel and catering firms, and their suppliers.

The Fund campaign – chairmaned by Allan D. Baker, President of Versafood Services Limited, Toronto – is seeking $1,150,000 to support the establishment of the new Degree Program in Hotel and Food Administration at the University of Guelph. The money will be required to augment support from government and university funds for new facilities needed to establish the program. A portion of the funds will be allocated for scholarships.

Dr. Winegard pointed out that the University of Guelph is uniquely capable of offering a hotel and food administration program, primarily because of its well-established reputation for research in food science and its current teaching program in food management. Courses already established in Business Management and Accounting will further support the new program.

The proposed curriculum will include basic courses in Chemistry, Sociology, Microbiology, Economics and other courses in the humanities, social sciences, and natural sciences required of all science students. In senior years, students will take advanced courses in food service engineering, facilities layout, interior design, computer applications, promotion and merchandising and other related courses.

The curriculum has been worked out very carefully by academic committees and has been approved by the Senate – the supreme academic body of the University.

The admission requirements for the new Hotel and Food Administration program will be the same as for other under-graduate programs at the University. The program will be the first of its kind in Canada and will consolidate the position of the University of Guelph as a teaching and research center in food production, processing and distribution.

Details of the proposed Schedule of Studies for the new course may be obtained by writing to the Department of Information, University of Guelph, Guelph, Ont.

Circle These Dates

October 17, 18, 19: Atlantic Convention of Home Economists at the Brunswick Hotel in Moncton, N.B., convention chairman is Miss Jean Gay of Amherst.

September 27-28: Celebrating the Golden Anniversary of Home Economics at the University of Alberta.

August 19 to 30: Advanced Course in the Bishop Method of Sewing – by Mrs. Kitty Rotruck – Southern Alberta Institute of Technology. Only those who have taken the basic course by Mrs. Rotruck are eligible. For application forms contact Mrs. J. R. Lawrence, 424 Superior Ave. S.W., Calgary.

From the Editor's Desk

We're very proud of our bright new cover. It was designed by Mr. Ron Butler, the Star Weekly staff, who, rightly, thought the "Home Economics" of the title should have greater emphasis than previously. We do appreciate Ron's efforts, which he gave so generously to create a new image for us.

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To be realistic, the months of publication of the Journal have been changed to January, April, July and September. The deadlines remain the same – the 1st of the two months prior to publication.

From Acadia to You

by Isabel MacNutt, *Home Economics Student, Acadia University*

First of all, congratulations to Sharon Elliot of Clarence, N.S. Sharon was the recipient of the Senior Girl Award at Acadia Convocation last spring (1967), an award presented annually by the Home Economics Club to that student considered by her fellow club members and by the faculty to be the best all-around Home Ec'er.

Sharon was always active in the Club but aside from this, she was busy with WUSC, House Committee, Co-ordination Committee and the Student Liberal Club. Keen and enthusiastic about her chosen faculty, she lifted the spirit of many a dubious freshette. Sharon has recently completed her Dietetic Internship at the Victoria General Hospital in Halifax.

The Home Economics Club officers for the current year include: President, Betty MacLeod, North Sydney, N.S.; Vice-President, Willa Dean, Sydney, N.S.; Secretary, Nancy Paynter, Kensington, P.E.I.; and Treasurer, Kathryn Campbell, Kensington, P.E.I.

The activities for this year started off with a bang as we "dragged" the freshettes up the hill from Wolfville to the Ridge where we treated them to a cook-out, Acadia style. These annual outings give the freshettes a chance to meet other Home Ec. students and the Home Ec. Faculty, in an informal setting and casual atmosphere. This year's influx raises our total number of members to over 100.

In October, the club was pleased to cater to the Nova Scotia Home Economics Tea which is held in conjunction with the annual convention of the N.S.H.E.A. The senior students were delighted to be invited to some of the talks and discussions of the Nova Scotia Home Economics Association meetings.

Each year we have four "functions." These highlight each term as Home Ec.

Welcome . . .

TO ALL DELEGATES

15th Biennial Convention

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faculty and students gather to enjoy a guest speaker and refreshments. At our first function, held on October 26, our guest was Miss Andree Laverdiere, the dietitian employed by Versa-foods at Acadia. She had graduated only last year and it was interesting and amusing to hear of the "trials and tribulations" of a first job.

In November, our president, Betty MacLeod, flew to Saskatoon to attend the National Home Economics Student's Convention at the University of Saskatchewan. She found it both interesting and informative, among the topics discussed were a national symbol, a code of ethics and "Is the Home Economist too specialized to call herself a Home Economist?"

The second function was held in November and the guest speaker was Dr. D. W. Grund of the biology department. His topic was mountain climbing and he showed some very beautiful slides.

The new year brought another function and this time our guest was Miss Louise MacLellan, a recent graduate of St. Francois Xavier and now fashion co-ordinator for Simplicity. She presented Simplicity's Spring Fashion Show and told us of her job which sounded very interesting and exciting.

We have had two fund-raising projects this term. We dressed six Home Ec'ers in clothes from the "Wild West" and sent them off to serve at the Engineer's Ball.

We also catered to Princess' Tea during Winter Carnival.

The year is not over yet and we look forward to another function, more fund-raising projects and probably a club outing.

That's it from Acadia for you!

Coffee Colds — A Chicago waitress who was accustomed to drinking 15 cups of coffee a day developed low-grade fever, chills, sleeplessness and lost 20 pounds. Her "cold symptoms" disappeared in the hospital where she was restricted to one cup of coffee a day. Dr. Hubart A. Reimann of Hahnemann Medical College in Philadelphia declared that several common foods can cause illness when used excessively. He cited coffee, tea and peanuts. They contain chemicals called Xauthene alkaloids that induce illness mistaken for other diseases.

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A Sincere Welcome . . .

To these new members who joined C.H.E. since November 1, 1967:

Northwest Territories

Steacy, Mrs. L. Marilyn — Homemaker.

British Columbia

Fournier, Miss Jo-Ann C. — Teacher, Lakes District Secondary School.

Kawase, Miss Tamako — Teacher.

Sinclair, Miss Maribeth J. — Teacher, Vancouver School Board.

Alberta

Pratt, Mrs. Rosie — Teacher.

Saskatchewan

Ferguson, Mrs. Kathleen — Homemaker.

Garrity, Mrs. Bernadette — Student, College of Education, University of Saskatchewan.

Johnson, Laura H. — Lecturer, College of Home Economics, University of Saskatchewan.

Paulson, Lucille C. — Education Student.

Watson, Mrs. Shirley — Assistant Professor of Home Economics and Extension Specialist, University of Saskatchewan.

Manitoba

Forsyth, Mrs. Joan L. — Dietitian, Children's Hospital, Winnipeg.

Fredrickson, Judith — Extension Service, Manitoba Department of Agriculture.

Fye, Miss Cecelia — Lecturer, University of Manitoba.

Guild, Miss Betty — Consumer Counsellor, Federated Co-operatives.

Johnston, Miss Bette M. — Home Economics Teacher, Dept. of Indian Affairs and Northern Development.

Shaver, Miss Diane R. — Sales, Eaton's.

Ontario

Edwards, Miss Margery M. — Home Economist, Ontario Hydro, Hamilton.

Ellis, Mrs. Eleanor — Supervisor Home Economics, Dept. Indian Affairs and Northern Development, Ottawa.

Fewster, Miss Sharon S. — Home Economics Teacher, Grand River Collegiate Institute, Kitchener.

Flewelling, Mrs. Barbara — County Home Economist, Arthur.

Hossack, Mrs. Janet V. — Teacher, Waterloo-Oxford District Secondary School, Kitchener.

Kelly, Miss Ruth M. — Administration Trainee, Dept. Energy, Mines and Resources, Ottawa.

King, Mrs. G. B. — Homemaker, Petrolia, Ont.

Lillico, Miss Eleanor — Home Economics Teacher, Ottawa.

Meiklejohn, Mrs. Phyllis — Part-time lecturer, College of Education, Toronto.

Milne, Miss Heather — Assistant Professor, University of Toronto.

Quebec

Sister Isabel Chisholm, C.N.D. — Instructor in Clothing and Textiles, Marianopolis College, Montreal.

MacKenzie, Mrs. Helen A. — Teacher, Chambly County High School, St. Lambert.

Scott, Miss Norma J. — Home Service Director, The Canada Starch Co. Ltd., Montreal.

New Brunswick

Potter, Miss Linda L. — District Home Economist, Province of N.B., Fredericton, N.B.

Nova Scotia

Mewhort, Miss Elizabeth — Lecturer, Mount Saint Vincent University, Halifax.

Newfoundland

Whatmore, Mrs. Maureen — Teacher, Bishop Abraham School, St. John's.

Outside Canada

Bonnett, Mrs. Joan L. — Assistant Director, Money Management Institute, Household Finance Corporation, Chicago, Ill.

Hale, Mrs. Deborah A. — Manager Consumer Services, United Fruit Co., Boston, Mass.

Kay, Mrs. Wendy P. — Homemaker, Tonkawa, Okla.

Sister Marielle Prefontaine — Graduate Student, Ph.D. Candidate, Cornell University.

New Members to April 30—1968 Graduates

British Columbia

Miss Peggy Howell, 1617 Eighth Ave., New Westminster, B.C.

Miss Marlyn Mayhew, 3515 Beach Drive, Victoria, B.C.

Miss Judith M. Smylie, 3625 Hillcrest Ave., North Vancouver, B.C.

Alberta

Miss Myrna D. Guenter, 11362 - 110 A Ave., Edmonton, Alta.

Miss Maxine McLeod, 6427 Travois Cres. N.W., Calgary, Alta.

Saskatchewan

Miss P. Jean Berry, Box 95, Central Butte, Sask.

Mrs. Judy E. Sakundiak, Box 67, Sedley, Sask.

Mrs. Lucille Saum (Aitken), Box 236, Weyburn, Sask.

Manitoba

Mrs. Joanne C. Ashcroft, Box 100, St. Pierre Jolys, Man.

Miss Patricia Ann Purdey, 959 Somerville Ave., Winnipeg 19, Man.

Ontario

Mrs. Helen M. Anderton, 15 - 236 Gordon St., Guelph, Ontario.

Miss Marilyn Armstrong, 3 - 60 Martin Ave., Guelph, Ontario.

Miss Carolyn Ayers, 1049 Castlehill Cres., Ottawa 5, Ontario.

Miss Freda M. Banas, 23 Crestwood Rd., Willowdale, Ontario.

Miss Linda Black, 13 Elm St., Stoney Creek, Ontario.

Miss Eleanor Boyd, Box 2, Watford, Ontario.

Miss Pat Bridges, 205 - 8 Garrison Ave., Leamington, Ontario.

Miss Julia E. Burch, 253 Grantham Ave., St. Catharines, Ontario.

Miss Gail Case, 31 Vardon Dr., Guelph, Ontario.

Miss Ruth Christenson, 1409 Queen St. E., Sault Ste. Marie, Ontario.

Miss M. Elaine Clipsham, 630 Baywood Rd., North Bay, Ontario.

Miss Linda M. Coppin, 132 Hatherley Rd., Toronto 10, Ontario.

Miss Lynda J. Crowson, 205 Irving Place, Ottawa 3, Ontario.

Miss Barbara S. Dell, Box 17, Morpeth, Ontario.

Miss Eleanor M. Dick, R.R. 2, Northwood, Ontario.

Miss Susanne E. Gowland, 403 - 510 Queenston Rd., Hamilton, Ontario.

Mrs. D. A. Hall, 107 - 14 Home St., Guelph, Ontario.

Miss Donna J. Huetwith, R.R. 1, Dresden, Ontario.

Miss Doreen Hunter, R.R. 2, Stroud, Ontario.

Miss M. Gail Hutcheon, 10 Brinloor Blvd., Scarborough, Ontario.

Miss Mary Jany, R.R. 1, Long Sault, Ontario.

Miss Susan Kaye, R.R. 2, Maple, Ontario.

Miss Sharon Kopec, 14 St. George's Blvd., Weston, Ontario.

Miss Adeline M. F. McKinney, Box 197, Teeswater, Ontario.

Mrs. Ruth M. Mellor, 412 - 81 Willow Rd., Guelph, Ontario.

Miss Lynn S. Morrow, 229 Water St., Guelph, Ontario.

Mrs. Marion L. Morton, R.R. 2, Ancaster, Ontario.

Miss Leslie M. Mowat, 505 St. Germaine Ave., Toronto, Ontario.

Mrs. Carole E. Nap, 4 - 66 Cedar St., Guelph, Ontario.

Mrs. David B. Pettit, 202 - 105 Water St., Guelph, Ontario.

Miss Joan L. Pinchin, R.R. 1, Preston, Ontario.

Miss M. Jane Quinn, Box 315, Barrie, Ontario.

Miss Anne M. Robertson, 299 Brooke Ave., Toronto 12, Ontario.

Miss Catherine J. Saunders, 15 Central Ave., Brockville, Ontario.

Miss Ruth Snyder, 832 Warwick St., Woodstock, Ontario.

Miss Marilyn Stewart, 128 Mona Drive, Toronto 12, Ontario.

Miss Marilyn Whale, R.R. 2, Alma, Ontario.

Mrs. Glen C. White, R.R. 5, Aylmer, Ontario.

Miss Roberta Wilson, 927 Highway No. 53, R.R. 1, Ancaster, Ontario.

Miss Barbara J. Woods, 541 Marlborough St., Cornwall, Ontario.

Quebec

Miss Louise Belanger, 1524 Frontenac, Shawinigan, P.Q.

Miss Catherine E. Cooke, P.O. Box 94, Chapais, P.Q.

Sister Madeleine Montour, C.N.D., 2089 Chemin Ste-Foy, Quebec 10, P.Q.

New Brunswick

Miss Eugenia C. Trueman, R.R. 3, Sackville, N.B.

There's only one corner of the universe you can be certain of improving, and that's your own self. — *Aldous Huxley.*

° ° °

The important thing about a problem is not its solution, but the strength we gain in finding the solution. — *Grit.*

Men Are Encroaching Upon Our Profession

by FLORENCE H. HOWDEN, B.A., (H.Ec.), *Past President, C.H.E.A.*

A year ago, the University of British Columbia and the University of Manitoba both appointed men as Directors of Home Economics! The appointment of male instructors in Schools of Home Economics is not entirely new, nor to be decried. However, the appointment of a man as a Director of a School of Home Economics *is* new. It demands a close look at the reasons for and the implications of such a move by administrative officers, most of whom are men. What was the process by which these appointments were made? Was the interested faculty consulted? If not – why not?

Upon what justification can one who has had no contact with, nor interest in, Home Economics be appointed as director of such a school? Another question to be asked is– "Were there not women qualified and eminently suitable for the position?" It is well known in Home Economics circles that there were at the time and still are women with the requisite degrees, experience and personality available for such appointments. One of the universities already had a qualified woman on its staff. Why was she shoved aside?

One wonders if any women were offered the same inducements as the men in regard to salary, departmental budget, space facilities, ancillary staff and freedom for the pursuit of personal research interests.

We all recognize the well-developed encroaching trend and practice – women do the spade work – men take over the profession when it has become a success. After 66 years of ground work to bring Home Economics to its present high level, men are now ready to take over the "ripened plum" – the highest administrative office of the profession at the university level ! ! !

One wonders if this is not the beginning of an attempt to alter the name, meaning and content of Home Economics in favor of abstruce science and research. In the 1967 December Journal, Dr. Lloyd of the University of Manitoba queries the title of Home Economics. This title was adopted 66 years ago at the 4th Lake Placid Conference held in 1902. There have been frequent discussions on a change of name – but to date none has been found that has equal connotations. Furthermore, a new name would cause complete confusion and require endless explanations. Would "Family Ecology" be clearer and more meaningful, or only more "respectable" allegedly?

After a study of some years, not just months, by several committees, the following definition was accepted by the C.H.E.A. at its biennial conference in 1964: "Home Economics is the area of study that correlates the humanities and sciences concerned with food, clothing, shelter and human relations and their effective application in the family, the community, and the world." The American Home Economics Association also uses the same title. In addition, the International Federation of Home Economics some two years ago adopted this definition: "Home Economics is the exact and reasoned knowledge of all problems relative to home and family life, research and dissemination of research concerned with food, clothing, shelter, health and home relations."

In the definition of C.H.E.A. "correlates" is a key word and the placement of humanities before science is of real significance. While the universities go ahead with the march of science and home economists graduate with greater specialization, no one should lose sight of the essential nature of Home Economics. Home economists are called upon to translate and relate their scientific knowledge for the use of families and individuals in their homes. In all branches of the profession they work with PEOPLE – the people living in our society from day to day. For home economists, education in the humanities and science is essential but this must be coupled with practical application and understanding to enable them to interpret their knowledge in the light of the economic and social situations in which people live.

Our field must go forward and develop

(*Continued on page* 44)

Over the Air Waves

by Mary Humphries
(daily radio commentator on Assignment for Consumers, CBLT Toronto)

There are some obvious differences in operation between a home economist broadcasting, as I do five mornings a week on Trans-Canada radio and on a Tuesday afternoon information program, and a home economist teaching in a Toronto secondary school.

. . . you have a captive audience — I don't;

. . . you teach teenage girls — I reach grownups almost entirely;

. . . you have 50-minute periods — I have 3 minutes 50 seconds a shot;

. . . you are Home Economics teachers — I'm a consumer information broadcaster.

I think these differences are superficial, for I'm convinced you and I want to get across the same things. I'll start with what I can cull from my work that is valid or helpful to all of us. I'm aware you have teaching techniques, and most important — day-to-day contact with your audience, which I don't have. But, still, your basic role and mine are very similar. Take that captive audience bit — I'm sure my listeners sometimes turn me off. Would it make any difference if you pretended your classes were as free to tune you out as my audience is? I pick topics a week or so ahead that are likely to be of immediate interest or concern at the time they'll be aired. I don't schedule the same kind of subject on the same day of succeeding weeks — perhaps some listener catches my program regularly only that day, and has no interest in that area of consumer information. I alternate interviews with straight talks by me — tips for Hallowe'en costumes several days before the event, so a listener could have time to make them up — or mention a booklet on cooking turkey well ahead of Christmas, so it could be obtained by mail. Sometimes I re-arrange the schedule — but this isn't easy. Each broadcast is packaged into the exact Assignment total time — 4 minutes, 25 seconds — there's an introduction and an exit written to fit the second with my tape, which may vary from 3 minutes 48 seconds to 3 minutes 52 seconds, say. The exit bit is usually a promo or announcement of what will be on the next broadcast — and the program is fed out to the Maritimes the day before, so you can see there can't be many last-minute changes. Furthermore, I tape just once a week, so, though I do leave "holes" for a really topical item, I can't get well ahead, like Valerie March of Britain recently, or the Royal Food Fair coming up, this isn't a regular thing. What I'm suggesting is that both you and I should choose topics to hold the attention of our audience but with a certain flexibility to include a special guest or subject of immediate interest, in your case to teenagers. You may want to complete a certain part of your foods course on a particular day yet a description of the message Mrs. March brought to Toronto for British Week could concentrate class interest first on how a British housewife shops and prepares meals as compared with their mother's routine in this area. Besides topical interest, I find I must have a personal involvement. This isn't hard as I'm a natural enthusiast. When I start from someone else's concern or keenness, I usually find myself getting involved too. I figure if I'm interested, if I've been reminded of or learned something, there'll be others who will react to this too. Just one example — last fall, I got wondering whether my family gets enough iron in our regular meals. I made records of what we ate, looked up references, figured madly with my dreadful arithmetic, and found it was no problem in our meal patterns to get enough iron into my small children or a man but it was a devil of a close thing for me, and I shuddered to think of the day those kids would be teenagers, needing so much at an age when they hate to be told what's good for them. So, I started writing as if I were talking this out with a neighbor — like so: "I'm developing a strong tendency to broadcast what concerns me—

Presented at Toronto Region of Home Economics Section of O.E.A. October 25, 1967.

so here goes on how to get enough iron in our everyday meals. This is the most elusive essential to me. . . ." I sketched how many of the unit of measure for iron are needed each day by children, men, women, boys and girls 10 to 17 years old and expectant and nursing mothers.

Of the mail that comes to me, most letters include questions outside of my broadcasts. A few, surprisingly few, suggest a broadcast topic – as when an Alberta farm woman wrote last fall for advice on what her family should wear to Expo. Mostly, they're quite specific questions, such as how do you get stains off cement between porcelain tiles. Some letters are merely a commentary on a particular broadcast I have given. Do you make use of this kind of reaction from your class? Do you ever get comments from mothers, other family members, or even boy friends, on their course? So you get a new slant, or variety in presentation, by talking to fellow-teachers in other departments of your school? There's a good deal of home economics information available in material of finance courses, social studies, economics, physical education and guidance counsellors. This suggests another focus that can enlarge our view of the scope of home economics teaching. Only a very small percentage of girls who take home economics in high school go on to specialize in Home Economics at a university, and only a small proportion of these become wage-earning home economists. The larger percentage of the high school graduates will earn money in all sorts of jobs, and most will eventually be homemakers. We keep saying the home economics subjects are of universal importance but do we pay any more than lip service to this undeniable principle in our high school courses? Consider for a moment what would be the reaction of CBC listeners if I were billed as you are. Bill McNeill comes on our station to introduce 8 Assignment spots during the day, such as drama reviews, actuality, personality and documentary briefs. At 10:55 in the morning imagine him saying: "Assignment – a Home Economics lesson. Today Mary Humphries will tell you why milk is good for you or how to manage your money or what you're doing wrong with your wash." How those dials would twist on the radios of the business men and women driving to appointments, of retired people at home, of folk on holidays or sick in bed (these are a significant part of my audience) and of homemakers – even they wouldn't like this approach! I've argued many times that "Home Economist" – with or without the capitals, denoting a graduate of a course or not – is a perfectly sound name for what every citizen in every highly developed country has got to be – a *home economist*. There's nothing wrong with the name but try to tell that to someone who tunes you out on the radio when he's told it is Home Economics he's going to hear! I'm not about to beat my head against, not a brick wall, but the ionosphere so I'm introduced as "Assignment For Consumers" (I'm a consumer information person) not even "Assignment For Consumer Education." So, whatever you call yourselves when we meet professionally, is it not time we tried to influence schools and curriculum planners by accentuating the positive? Today, that's consumer information – not home economics.

Now, here I may go right off the beam – you'll probably point out to me later that some of the things you *and* I want to do, cannot be done because they're not in your curriculum, or some schools have no home economics teacher. Please forgive me if I annoy you by sounding unrealistic or idealistic by looking beyond these limitations to what we'd like to see go under those hair waves, and over those air waves. One thing concerns me about "curricula." We admit that the majority of high school girls do not take the upper 11 and 12 grades of Home Economics. Yet, most of the very considerable meat of consumer economics is in the Ontario curriculum to be taught to these grades only, unless an imaginative and dedicated teacher works it in earlier. – and I know many of you do. There's another possibility which I'll just touch on – if there were available to you a variety of expert texts on individual segments of the subject matter, it would be easier to choose the right material than if you must plow through a single text that tries to cover the whole shebang. Now, I know this kind of choice is beyond the control of teachers to some extent but if flexibility is a good thing, and consumer economics is vital, you could help as a profession by registering these views with curriculum

planners. We know that boys and girls who do not complete grade 13 or continue to university are the very ones who most need consumer information. Here's what a specialist in business education in Virginia says: "The potential dropout presents a great challenge to education . . . it is especially important that attention be given to his education as a consumer, preferable before the fact; in a special program, if possible, if he does leave school. His low level of education, in general, will make him especially vulnerable not only to his own costly consumer decisions, but as a victim of unscrupulous business practices as well. Moreover, consumer information has meaning for everyone, which makes it interesting to the student. As a combatant to the charge that the curriculum is too regimented and unrealistic to hold the attention of the potential dropout, a program in consumer education may be sufficiently motivating to keep him in school." What about motivation — response from your classes or my audience? Surely consumer information should have the highest appeal. If I were, as an amateur, to outline what to teach this teenage group, I would try to find what grabs them now in their own lives and work from there. I found Mr. Fred Wilhelms, of the U.S. National Association of Secondary School Principals, putting forth this same view. He says: "Consumer education gets tremendous vitality and serves an essential function by moving right into real, workaday concerns of youths and adults; at its base it is a gritty 'dollars and sense" business. At the same time it opens the highroad into a meaningful weighing of personal and social values and a somewhat technical study of the economic system. Without the gritty lower stratum, it can become a merely bookish discussion of 'philosophy.' Without the higher reaches into values and social economics it all too often remains a pedestrian exercise in how to save pennies and promote a narrow self-interest. The art of consumer teaching lies in constantly moving back and forth between the two levels, using each to enrich the other." This strikes me as the keystone to be used to tackle things like Family Living. Parents and sociology experts alike agree that girls 14 to 18 are in the period most remote from their own families. So, rather than expect them to study emotional problems and the values of family life as they will know it some day, start with earning and spending money in areas over which they have some control; baby sitting as a means of discussing relations with children and the meaning of motherhood; shopping for records, clothing, gifts for others, stressing wise buying and satisfaction from purchases; food value of snacks, lunches, even breakfasts before telling about dinners; use of convenience foods before touching the more old-fashioned skills of cooking; an appreciation of what modern developments in textiles mean in use and care before making a complete study of traditional materials.

Here is an excerpt of a letter written by a young man to his former high school principal some years after his graduation. It indicates the range and vital importance of "home economics" and underlines that it should be a part of the education of every young person, whether boy or girl, and should be started well before the minimum school-leaving age. Here's the letter: "I want to know why you and your teachers did not tell and teach me about life and the hard, critically practical world . . . I am a husband and a father, working my way blindly from a high school intellectual to a respectable, self-supporting voting citizen of the community. In this transition, I am beginning to get an upper hand on the lower rung of the ladder of life, for which your education never prepared me a whit. I wish I had been taught more about family relationships, child care, getting along with people, interpreting the news, paying off a small mortgage, household mechanics, politics, local government, the chemistry of food, carpentry, how to budget and live within that budget, the value of insurance, how to figure interest on borrowed money paid back in small instalments, how to enjoy opera over the radio, how to detect shoddy goods, how to distinguish a political demagogue from a statesman, how to garden, how to paint a house, how to apply for a job, how to be thrifty, how to resist high-pressure salesmanship, how to buy economically and intelligently, and the danger of instalment buying." This Yonkers, N.Y., principal commented: "What a forceful and thought-provoking criticism! . . . Though the number of high school graduates has risen

sharply since the early part of the century, there has not been a corresponding increase in the competency of consumption. Consumers are as unskilled today as they were 50 years ago, perhaps even more so. The schools have not assumed leadership in providing consumer education for young men and women. Yet business and advertising have never stopped for a moment providing their own brands of consumer training." To this I'll append a brief quote from the report on consumer education in Canada given in June 1966 to the Consumers' Association of Canada: "Our young people are being provided with splendid opportunities for learning to earn, but little guidance is being given them for the other half of their role as citizens, learning to spend intelligently and productively. The pay cheque we receive for performing our services on the job is, after all, only a piece of paper. Our satisfaction in life depends to a large extent upon how well we convert that piece of paper into all the goods and services that make up a way of life for ourselves and our families. It is to this vital spending function that we must give more of our attention today. We must recognize that preparation for our role as consumers is a major educational need." I'll say it just once again—this is the wide interpretation of home economics—it's the one I take in broadcasting "For Consumer," and it's the one our schools must take.

ERRATA—April Journal

In the article on Studies On Egg White Foams, page 8, the graph marked figure I should have been on page 9. It was appropriate to the findings in experiment 3 that "Thicker meringues leaked more than thinner meringues."

Cold Shoulder — The expression, cold shoulder, originated as a result of a change in menu. Sizzling roasts of meat were served to welcome guests, but for those who overstayed their welcome, cold shoulder and other leftovers began to appear at the dinner table.

Residential Conference on "Recent Trends in Home Economics"

Sponsored by the School of Home Economics, administered by the University Extension Department and planned in consultation with the British Columbia Teachers' Federation and the Home Economics Teachers' Provincial Specialists Association.

Recent trends in Home Economics is a conference designed for classroom teachers, heads of departments, consultants and supervisors. The conference is planned to offer current information on research, developments and trends in such subject-matter areas as Home Economics in the Space Age; New Developments in Consumption Economics; Trends in International Nutrition; New Concepts in Clothing, Textiles and Interior Design; and Education for Living in an Urbanized Environment. DATES: Friday, July 5, to Friday, July 12, 1968. *Fees*: $50 per person (does not include accommodation). *Accommodation Rates*: Totem Park Summer Rates — $8 per day (double); $9 per day (single); includes all meals. *Location*: Totem Park Residence, University of B.C. Campus. If possible, registrants are requested to live in residence for the eight-day period. All lectures, demonstrations and study sessions will be held at Totem Park.

For information on Totem Park Accommodation, please contact: Conference Office, Extension Department, University of British Columbia, Vancouver 8, B.C. — request that a reservation card be sent to your address.

UNIVERSITY OF SASKATCHEWAN
COLLEGE OF HOME ECONOMICS

ASSISTANT PROFESSOR IN NUTRITION— required to teach undergraduate classes in Nutrition and undertake research. Master's degree required, experience desirable. Salary range — $9,200 and up depending upon qualifications and experience.

Please address enquiries and applications to:

Dr. Edith C. Rowles Simpson, Dean
College of Home Economics
University of Saskatchewan
Saskatoon, Saskatchewan

Book Reviews and Films

"Menu" — This new motion picture was produced for the Department of National Health and Welfare by Crawley Films Limited, to prove that good nutrition is essential to health and vigor.

The film makes use of an interesting nutrition experiment with a litter of pups at Red Deer, Alberta, where R.C.M.P. dogs are bred and trained. It is amusing as well as informative and provides ideas for homemakers for nutritious, well-balanced diets.

An official premiere was held in the Department of National Health and Welfare theatre in the Brooke Claxton Building on January 24, 1968, which was attended by nutrition experts, home economists, and local press and TV representatives. The film was enthusiastically received.

The title is Menu — it is a 22 min. 16 mm color film — and it is available to the public in both French and English on loan from any Provincial Health Department or from the National Film Board.

Family Living and Sex Education — A Guide for Parents and Youth Leaders by S. R. Laycock, available from Canadian Health Education Specialists Society, P.O. Box 2305, Station D, Ottawa, Ont., 144 pp., price $2.00.

Within the last 10 years, North American parents have become markedly concerned with the amount and quality of sex information and misinformation reaching their children. In response to the increase in concern, individuals of the medical, social, theological, teaching, and other professions have been trying to meet the growing needs of parents and child. In addition, various pharmaceutical and other business firms have, with dignity and self-effacement, provided audiovisual and other material as their part in a new educational thrust by adults. Since parental attitudes differ so greatly especially in a field where individual values are so important, varying approaches to sex education are required. Nevertheless, one always hopes to find one book, one film, one TV program that will be all things to all people. And it never comes.

However, a new book by Dr. S. R. Laycock may come about as close as can be asked. In his new publication, "Family Living and Sex Education — A guide for Parents and Youth Leaders," he has done several important things:

1. Sex education does not stand alone; it is treated as a part of family living and thus is seen in relation to other aspects of life.
2. The writing is low key, easy to read, almost conversational.
3. The content is based firmly on research and on theories of leaders in developmental and family life fields — as the occasional reference indicates. However, such references do not impede the flow of reading as so often occurs in strictly scientific literature.
4. As if quietly insisting that the reader examine other approaches to the topic, recommended literature is copious.

As will be true with other readers, this reviewer found statements with which to disagree, but such disagreements are minor and reflect mainly individual preference or emphasis. The book should prove valuable to many parents — perhaps its greatest defect is that the author chose to term it a guide for parents and youth leaders — the greatest value might accrue from offering it directly to teenagers — with family or other adult discussion to follow. — *F. R. Wake, Ph.D., Department of Psychology, Carleton University.*

Women's Two Roles — Myrdal and Klein — $5.40. January 24, 1968. General Publishing Co. Ltd., Don Mills, Ontario.

A lapse of 10 years since this book was first published serves to bring clearly into focus its importance as a study of the social changes influencing the role of women in our economic life.

Alva Myrdal and Viola Klein are sociologists, authors and lecturers in Sweden and Britain. Since they are also wives and mothers it is not surprising that they support with considerable emphasis

the idea that women should be encouraged to enter the labor force both before and after their child-bearing years.

Technical and social developments of recent decades have given women the opportunity to play a dual role. They no longer need to forego the pleasures of one sphere to enjoy the satisfaction of the other.

The authors demonstrate a sympathic but realistic understanding of the many problems involved. Society, generally, must be organized in such a way as to give suitable opportunity for both family life and gainful employment. But they argue convincingly that a fairer redistribution of work and leisure between the sexes is necessary. If women assume their full responsibility in the labor force, an all-round reduction of working hours is possible. The whole pattern of home and family life will change. Both partners, with more time and energy, could participate equally in homemaking, fathers no longer being "visiteurs au soir."

This book provides a comprehensive, up-to-date survey of the rapidly changing attitudes and ideologies in our society, which will permit women to fulfill a dual role in the half century their married life is now expected to last. — *Willene Horsburgh, Montreal.*

Your Housing Dollar and **Your Health and Recreation Dollar** are two excellent guides for reaching these subjects. The former deals with what things should be considered in buying or building a home; renting an apartment; or investing in a co-op housing venture. The latter discusses the best way to protect health, the kind of medical insurance needed, a year-round health and recreation cost plan and the steps necessary to ensure an enjoyable vacation. Each booklet may be obtained for 25¢ from Money Management Institute, Household Finance Corporation of Canada, 85 Bloor St. E., Toronto 5, Ont.

Facts About Foods — An excellent booklet distributed free of charge by the H. J. Heinz Company of Canada Limited, Leamington, Ont. It covers Nutritional Needs, a table of Abridged Canadian Dietary Standards, seven pages of Food Values in table form, plus food values of all Heinz products. This is a valuable reference booklet.

Family Living and Sex Education — A Guide for Parents and Youth Leaders — S. R. Laycock — Published by Subcommittee on Family Life Education, Canadian Health Education Specialists Society, P.O. Box 2305, Station D, Ottawa, Ont., 1967. $2.00.

This is an excellent, practical and highly usable book. Its publication has been commissioned by the Canadian Health Education Specialists Society to meet the needs of the parents and youth workers concerned with instruction of children in family life education. In addition, the book will also be useful as a reference to classroom teachers, educational administrators, public health workers, clergymen and social workers.

Because the author believes that all human behavior is an expression of the individual's psychological, as well as physiological, needs, he views sex education as an important part of education in and for family living and as one aspect of education for human relationships in general. The chapters on the education of the pre-school and the elementary school child and the adolescent reflect this point of view. The section on adolescence includes chapters dealing with teenagers' problems in adjusting to changing physical growth and development, gaining emancipation from adult control, developing social skills, developing principles which will guide all (including sexual) relationships, and preparing for marriage.

Responsible sexual behavior is viewed as the result of: (1) child-rearing practices which give the child feelings of security and adequacy; (2) an understanding not only of the physiological facts of reproduction but also of the part played by the psychological needs in determining sexual behavior; and (3) the development in the child and adolescent of the principles of non-exploitation of others, respect for other individuals, and continuing concern for the welfare of others and society.

The author believes that pre-adolescence is the appropriate time to teach children the physiological facts of sex and this information is given in some detail. Chapters

on adolescence include discussions of premarital sex and preparation for marriage.

Introductory Nutrition — Helen Andrews Guthrie. — C. V. Mosby Co., St. Louis. 1967. $7.50.

This is a useful and successful textbook for first-year college students experiencing their first course on nutrition. The author assumes a background general knowledge of physiology or biochemistry but, while surveying the field of nutrition in sufficient depth and breadth for an introductory course, she has carried out the unusual feat of providing a text which can be clearly understood by students without any knowledge of chemistry. The book is divided into two parts, the first being basic principles of nutrition and the second part being the application of these principles to nutrition from infancy to old age. There is a chapter on weight control and another warning one on food faddism and quackery. Two useful chapters are concerned with macronutrient elements and with micronutrient elements; the trace elements such as zinc, selenium, copper and manganese are well-covered and there is a long list of selected references at the end of the chapter which, surprisingly, does not include the comprehensive articles by Dr. H. A. Schroeder published since 1961 in the Journal of Chronic Diseases.

The illustrations and diagrams are very clear and well-arranged and much thought has been given to them as the author states in her introduction "they have been developed for the most part from current data and relatively recent publications . . . in an attempt to reflect the current status of the field and to focus the attention on the present rather than the past." A well-set-out index completes a useful and thoroughly satisfactory book. — *Betty Newton Librarian, Faculty of Food Sciences, University of Toronto.*

Concepts and Generalization — Their Place in High School Home Economics Curriculum Development. American Home Economics Association.

This is a report of a national project, begun in 1961, under the auspices of the Home Economics Education Branch of the U.S. Office of Education.

The report is divided into three sections. Section I is concerned with the origin and development of the project. Section II outlines the basic concepts and generalizations in home economics, and organizes them under five subject-matter headings: Human Development and the Family; Home Management and Family Economics; Foods and Nutrition; Textiles and Clothing; Housing. Section III deals with the use of concepts and generalizations in teaching.

In my opinion this would be a valuable addition to the reference library of any teacher of home economics. It helps to clarify the subject matter and makes it easier to develop aims and objectives both for a general course of study and for an individual lesson. In addition it will help those who have heard about concepts and generalizations but are not quite sure what they are and how they fit into Home Economics Education. — *Isabelle E. Morrison, Program Consultant, Ontario Department of Education.*

Nobody Ever Tells You These Things about Food and Drink — Helen McCully — Holt Rinehart and Winston of Canada, Limited. 1967. 308 Pages. Price $8.00.

The author is no stranger to readers of House Beautiful Magazine, to which she is a regular contributor of articles dealing with the 1,000-and-1 questions which arise in the routine functioning of the home. She has now made a useful and interesting collection of these items in her book, which will appeal to new as well as to more experienced homemakers. The subject matter, presented in a question-and-answer format, provides information relating to weights and measures, practical housekeeping hints, cooking techniques and terms in all categories of food and drink. The author draws on her experience and knowledge to provide many useful facts, not readily available from any single source found in the average home. This is not a cook book but should serve well as a supplementary source of frequently sought information concerning all aspects of food and drink. — *Marjorie B. Phillips, Assistant Professor, Foods and Nutrition.*

Ontario Type A Requirements for Home Economics Teachers

IRENE K. CIRUNA, DONNA J. HENNYEY *and* BARBARA A. MCLAREN

The present shortage of Home Economics teachers with Type A Certification prompted an evaluation of the courses in Home Economics in each of the ten provinces of Canada. Many university graduates of the other nine provinces live in Ontario and are teaching Home Economics in high schools, without Type A Certification. The purpose of this report is to show what honor courses they would require to obtain this status.

Recent calendars of 19 universities were obtained and each course was assessed on the basis of Circular 649 published by the Department of Education in 1963. The requirements of Type A Certification were set forth as follows: (1) nine credits in Science including Organic Chemistry, Physiology and Biochemistry, and (2) thirty credits in Home Economics subjects, covering Food, Nutrition, Textiles, Clothing, Housing, Family Relations, Consumer Economics and Management. In a more recent publication of Circular 649 (1966) these requirements were modified by expanding the sciences to include physical, biological and social sciences. Since the physical and biological sciences are required in most courses, whereas the social sciences are options, only the former were included in the summary. A credit is herein defined as a one-hour lecture or a two-hour laboratory period, for a full school year. There is a distinct possibility that our interpretation of "credits" will not always be acceptable. Any discrepancy could be due in part to the following factors:

(a) University calendars are difficult to interpret.

(b) Selection of options may make actual credits taken difficult to assess.

(c) Interpretation of course description varies with each assessor.

(d) The level at which the course is being taught cannot always be judged from the course description.

Nevertheless, this information will serve as a reference for teachers negotiating with the Director of Curriculum of the Colleges of Education in Ontario.

Nineteen Canadian universities offering degrees in Home Economics are listed in Table 1 along with admission requirements, degree obtained and program offered. The following provincial high school grades or certificates are equivalent to the Ontario senior matriculation:

Alberta, Manitoba, Nova Scotia, Saskatchewan – Grade 12.

British Columbia, New Brunswick – Senior Matriculation.

Newfoundland – First Year Memorial University.

Prince Edward Island – Third Year Certificate of Prince of Wales College.

Quebec – Senior High School Leaving Certificate; McGill Senior School Certificate; English Catholic Senior High School Leaving Certificate (5-year High–Grade 12).

A summary of Home Economics courses offered in 19 Canadian Universities is presented in Table 1. (*See pages* 38-39.)

Table 1

The data presented in Table 1 are not guaranteed to be correct, nor would they necessarily apply to graduates of previous years. In most universities, courses and options are changing as the subject matter is adjusted and the pattern of teaching is modified to meet new requirements. The teacher must of necessity present an official transcript to the Registrar of the Colleges of Education in Ontario to determine her specific status.

It is hoped that this summary will aid graduates from Canadian universities planning to teach in Ontario in evaluating their courses according to the requirements of the Ontario Colleges of Education.

Table I

A SUMMARY OF HOME ECONOMICS COURSES OFFERED IN CANADIAN UNIVERSITIES

University	Calendar Year 19.....	Admission Requirement	Degree	No. of Yrs.	Program	Sciences* O. B. P.	No. of Credits in Home Economics	Areas Covered** F.	N.	T.	C.	H.	FR.	CE.	M
Acadian University, School of Home Ec. Wolfville, Nova Scotia	66-67	Sr. Matr.	B.Sc. (H.Ec.)	4	Food and Nutrition	x x x	38½	x	x		x		x		x
					General	x – x	36	x	x	x	x	x	x		x
U. of Alberta, School of Home Ec., Edmonton, Alberta	66-67	Sr. Matr.	B.Sc. (H.Ec.)	3	Food and Nutrition	x x x	26½	x	x	x	x		x	x	x
					Clothing and Textiles	x – –	26			x	x	x	x		
					General	Arts and Science Options	26½	x	x	x	x	x	x	x	x
U. of British Columbia, School of Home Ec., Vancouver, British Columbia	66-67	Jr. or Sr. Matr.	B.H.Ec.	4	Dietetics and Nutrition	x x x	37½	x	x	x	x		x		x
					General	x – x	36½	x		x	x	x	x		x
				5	Foods, Nutrition, Dietetics	x x x	42	x	x	x	x		x		x
					Clothing, Textiles, and Related Arts	x – x	42½	x	x	x	x	x	x		x
U. of Guelph Macdonald Institute, Guelph, Ontario	67-68	Sr. Matr.	B.H.Sc.	4	Food and Nutrition	x x x	38½	x	x	x	x	x	x		x
					Home Management	x x x	33	x	x	x	x	x	x	x	x
					Textiles, Clothing and Design	x x x	38	x	x	x	x	x	x		x
Université Laval, Faculté d'Agriculture, Ste-Foy, Québec	65-66	Sr. Matr.	B.Sc. Diététiques	4	Diététique Generale	x x x	30	x	x		x	x	x		x
					Diététique Education	x x x	31½	x	x	x	x	x	x		x
U. of Manitoba, School of Home Ec., Winnipeg, Manitoba	67-68	Sr. Matr.	B.H.Ec.	3	General	x – x	20		x	x	x	x	x		x
				4	Honors	x – x	40½	x	x	x	x	x	x	x	x
Marianopolis College, Montreal, Quebec	65-66	Jr. Matr.	B.Sc.	4	Clothing and Textiles	x – x	29½			x	x	x		x	x
					Food and Nutrition	x x x	21½	x	x						x
McGill University, Macdonald College, School of Household Sciences, Montreal, Quebec	67-68	Jr. Matr.	B.Sc. (H.Ec.)	5	Food Management	x x x	54	x	x	x	x				x
					Food Management and Dietetics	x x x	48½	x	x	x	x	x	x		x
					Dietetics	x x x	57	x	x	x	x	x	x		x
					Home Economics	x x x	54½	x	x	x	x	x	x		x

U. de Moncton, Ecole des Sciences Domestiques, Moncton, New Brunswick	67-68	Sr. Matr.	B.Sc. (Dom.)	4	Nutrition et Diététique Enseignement Domestique	x x x x – –	27½ 33	x x	x x	 x	 x	 x	x x	 x	x x
U. de Montréal, Institut de Diététique et de Nutrition, Montréal, Québec	67-68	Jr. Matr.	B.Sc.	4	Nutrition	x x x	31½	x	x						x
Mount Allison U., The Lillian Massey Treble School of Home Ec., Sackville, New Brunwsick	66-67	Jr. Matr.	B.Sc. (H.Ec.)	4	Nutrition Clothing and Related Arts	x x x x – x	37 40½	x x	x x	x x	x x	 	x x	 	x
Mount St. Vincent College, School of Home Ec., Halifax, Nova Scotia	65-66	Sr. Matr.	B.Sc.	4	Food and Nutrition Home Economics Education	x x x x – x	32 30½	x x	x x	x x	x x	x x	x x	x x	x x
U. of Ottawa, Faculty of Arts, Ottawa, Ontario	66-67	Sr. Matr.	B.Sc.	4	Dieteties Home Economies	x x x x x x	36½ 33½	x x	x x	x x	x x	x x	x x	 x	x x
Prince of Wales College, Charlettetown, Prince Edward Island	67-68	Jr. Matr.	B.Sc.	4	Nutrition General	x x x x – x	31 32½	x x	x x	x x	x x	 	x x	x x	x x
U. of Saskatchewan, College of Home Ec., Saskatoon, Saskatchewan	67-68	Sr. Matr.	B.Sc. (H.Ec.)	4	Clothing and Textiles Diet and Nutrition Food Science General	x x x x x x x x x x x x	33 35 34½ 37	x x x x	x x x x	x x x	x x x x	x x x x	x x x x	x x x x	x x x x
St. Francis Xavier U., Faculty of Science, Antigonish, Nova Scotia	66-67	Jr. Matr.	B.Sc. (H.Ec.)	4	Dieteties General	x x x x – x	39½ 40½	x x	x x	 x	x x	x x	 	x x	x x
U. of Toronto, Faculty of Food Sciences, Toronto, Ontario	67-68	Sr. Matr.	B.Sc. (F.Sc.)	4	Nutrition Food Chemistry Textiles Nutrition, Textiles	x x x x x x x x x x x x	40 37 37½ 40	x x x x	x x x x	x x x x	x x x	x x x x	x x x	x x x	x x x x
U. of Toronto Faculty of Arts and Science Toronto, Ontario	61-62	Sr. Matr.	B.A. (till 1965)	3	General-Home Ec. Major	– – –	16	x	x		x	x	x		
U. of Western Ontario, Brescia College, London, Ontario	67-68	Sr. Matr.	B.A. (H.Ec.)	3	General	x x x	25	x	x	x	x	x		x	x
U. of Windsor, Faculty of Arts and Science Windsor, Ontario	66-67	Sr. Matr.	B.A.	3	General-Home Ec. Major	Arts and Science Option	19½	x	x	x	x	x			x

*O. = Organic Chemistry
B. = Biochemistry
P. = Physiology

**F. = Food
N. = Nutrition
T. = Textiles

C. = Clothing
H. = Housing
FR. = Family Relations

CE. = Consumer Economics
M. = Management

What's New in the Appliance Industry?

by GILLIAN HANKS, *Home Economist, Moffats Ltd., Toronto*

Ranges clean their ovens, refrigerators make ice-cubes, automatic washers and dryers do the ironing, dishwashers guarantee hot water. All these new developments in the appliance industry make one wonder if the old model homemaker is becoming obsolete. Let's have a closer look at what is new in the appliance industry.

Mrs. Homemaker works long, hard hours to make her oven dirty then has to work long, hard hours to get the oven clean. What a messy, eternal circle! Now the appliance industry has produced an oven that cleans itself. The homemaker still has to make the oven dirty.

Self-cleaning ranges have been around just long enough for manufacturers to start making improvements. More about these improvements later, first let's have a simple explanation of the self-cleaning range. The cleaning in a self-clean range is accomplished by heating the oven to a temperature above 900°F. to burn off all the grease and grime.

You can probably see a problem arising already. If the oven goes up to such a high temperature, what happens to the range, the kitchen and the house? Will they go up with the oven—in smoke?

Definitely not! On the latest self-clean range, twice as much insulation plus an air-cooling system keeps the temperatures of the sides of the self-clean range 40°F. cooler at the height of the cleaning cycle than the conventional range at normal cooking temperatures. In this air-cooling system, during the cleaning cycle, a tangential fan blows air from the back of the range, up and across the sides of the range, around the front and over the top. The oven is surrounded by a cushion of flowing cool air.

Cooling the oven by this process enabled the manufacturer to keep the full 24" oven capacity. The oven in this self-clean range is the same size as the oven in a conventional 30" range.

What more could any woman ask for? A window in the oven door? Wait a minute —you can't have an ordinary window in an oven that reaches over 900°F. One with a venetian blind is the answer. The metal louvers flip into place automatically when the cleaning cycle controls are set.

The cleaning cycle controls on this self-clean range are completely divorced from any other control on the range to avoid confusion. Two knobs must be turned to start the cleaning cycle, so preventing accidental starting of the cleaning cycle and to enable the homemaker to interrupt the cleaning cycle at any time.

That takes care of cleaning the oven, what about the rest of the range? The latest development is hide-away control knobs. Flip-up-down covers hide the surface unit controls from splatters and give the range an elegant, uncluttered appearance.

Of course, nearly every range on the market has (or wishes it had) a recessed cooking top to prevent spillovers running down next to the cabinets and to put the surface of the range at the correct work height. Elements on the surface units can be lifted out completely and drip bowls are porcelain enamel for ease of cleaning. (These drip bowls can be cleaned in the self-clean oven.)

Ovens that can't clean themselves try to simplify the problem by removable doors, removable oven sides and bottom. If you can't take the sink to the range, take the range to the sink!

Double oven ranges (with one oven at eye level) are a familiar appliance by now. Perhaps not so familiar is the gas or electric range with a separate open air broiler-rotisserie compartment at eye level. Without tasting it, it's difficult to imagine how easily meat becomes gourmet fare cooked in this way.

Do you realize Canada has more refrigerators than bathtubs? We may not be the cleanest nation, but our beer is cold!

With this fact in mind, is it any wonder the appliance industry is making more and more refrigerator variations—all sizes, all colors, all models with left- or right-hand doors.

The first consideration in building a refrigerator is to make it cold. That has been done for years. The next step is to eliminate the ice that forms. That has also been done for years, but never so efficiently or so completely. The frost-free refrigerator-freezers of today never have any ice build-up. Never do frozen packages freeze together, never again will the frozen turkey be mistaken for a snowshoe rabbit.

Did you know that a 20-cubic-foot side-by-side refrigerator-freezer of today fits into the same floor space as an 8 cu. ft. refrigerator of 15 years ago? Greater capacity in today's refrigerator is possible because of the thin-wall insulation. The insulation looks like molasses when poured into the walls. Freon gas foams the insulation in place. The increased capacity is so necessary with increasing use and variety of frozen foods.

Another new feature is color-co-ordinated refrigerators—lime green interiors with avocado exteriors, wedgewood blue interiors with white exteriors. In some refrigerators, an automatic ice-cube maker automatically fills trays, makes and stores ice cubes. Butter conditioners keep butter or cheese just right for immediate use. No longer are refrigerators just a place to keep food cold. The refrigerator has matured to take its place as a decorative and very functional servant in today's home.

The laundry engineers are finally able to give us the full capacity of the old wringer washer in the automatic washer. This increased capacity has found new importance for today's fabrics. However, the large tubs do not mean a big drain on the water supply, infinite water level controls set the amount of water to be used — for a big or small wash.

The large tubs in automatic washers and the large drums in automatic dryers allow clothes with permanent press finishes to move around without wrinkling. Automatic cool down spray rinse on washers gives any wrinkles in permanent press fabric the cold shoulder. An end-of-cycle buzzer signals when to take the permanent press fabrics from the dryer.

Automatically programmed washers select the best way to wash a fabric with the touch of one button. Automatic dry cycles take away guesswork and make sure clothes are dried just right.

Dishwashers — wouldn't we all like one that doesn't complain about getting *his* hands red! The dishwasher market is the fastest growing and has the greatest potential in the appliance field.

At the moment, portables make up 55% of the sales. Their advantages are obvious — lowest initial cost and no installation necessary. The built-in dishwasher also has many advantages — its convenience for use and large capacity.

For those who can't decide which dishwasher to buy, there is the convertible. The convertible dishwasher is bought as a front loading portable. By removing the top and side panels, connecting water and electricity, the dishwasher may be converted to a built-in at a later date.

Dishwashers have special cycles for different loads of dishes, glasses, pots and pans. One feature in the cycles is the Ultra-Clean, a booster element which guarantees water hot enough to remove all bacteria from the dishes.

What are the overall trends in the appliance industry — to make homemaking simpler and more enjoyable. Appliances are no longer machines in the kitchen. They've been given a face-lifting with decorator panels, color co-ordination, elegant trims and sophisticated styling. Detested homemaking chores, such as oven cleaning, refrigerator defrosting and dishwashing have been eliminated.

Manufacturers are listening to the women's viewpoint. The appliance industry realizes it must know the homemakers' wants and needs. From this listening come many of the new features and inventions I have mentioned. It really is amazing how men can think up such wonderful ideas for women.

This is not a life of ease—there is still a link between effort and reward.

* * *

Be fair. Tyranny degrades both those who suffer it and those who exercise it.

New Trends in a Consumer Information Program

Modern communications in Home Economics took another step forward, with the introduction of the new "Dial-A-Menu" service of the Ontario Food Council, Ontario Department of Agriculture and Food.

One of the projects of the Consumer Section of the Food Council, this menu service was launched at the first Royal Food Show, Royal Winter Fair, 1967, under the direction of Home Economists Ruth Moyle and Bonnie Cornell.

On dialing 861-4555, Metro Toronto housewives may listen, at any hour, to a brief (one to two minute) recorded message. Changed weekly, each family menu highlights those foods which are currently in good supply at moderate cost. When indicated, Consumer Information, i.e. economical buys or cuts of meat, or the comparative values of the different grades of canned goods, etc. is included.

Carefully selected from the many sources available, the recipes chosen are practical, economical and easy to make. At this point, Ruth and Bonnie express their sincere thanks to the many Home Economists, Food Editors, Nutritionists and others who have so generously given their permission for the use of recipes.

An actual recipe is not given on the tape, but anyone wishing specific recipes for the two or three dishes featured each week, may obtain them by writing the Food Council. To facilitate the mailing service, pre-addressed post cards are now sent out with each recipe.

While this card system has simplified the office work considerably, the staff feel that the loss of communication between housewife and the Consumer Section is something of a drawback. Of the 2,000 or more letters received from listeners to date, many have carried messages of appreciation for the service.

"Dial-A-Menu," the Food Council believes has become an important part of its overall concept, of bettering the relationships between consumers and the vast Ontario food industry consisting of producers, processors, and distributors.

CONSULTANT PUBLIC HEALTH NUTRITIONIST

***required by* SASKATCHEWAN DEPARTMENT OF PUBLIC HEALTH**

SALARY:

$6,336 - $8,064 per annum

$6,660 - $8,472 per annum (October 1, 1968)

Appointment may be considered up-in-the-range depending on qualifications and experience.

QUALIFICATIONS:

Bachelor's degree in Home Economics with a major in nutrition; Post-graduate training in Public Health Nutrition, OR dietetics, OR teacher training, OR suitable related training and experience.

DUTIES:

To act as consultant to health and welfare and voluntary agencies; to provide nutrition education as a component of health services. This includes the development of programs, in-service training of staff, and direct service to health regions.

BENEFITS:

Three weeks' holidays, three weeks' sick leave with pay annually; pension and group life insurance plans; bursaries are available for post-graduate study.

Further information available from: Director, Nutrition Division, Provincial Health Building, Regina, Saskatchewan.

For application forms write to the Public Service Commission, Legislative Building, Regina, Saskatchewan.

New Formulated Foods

A United States nutritionist says it is time the dairy industry started making better milk, with vegetable fat, adding iron and copper.

Dr. Frederick Stare of Harvard University was the authority quoted by Miss R. M. Ballantyne of the federal department of health and welfare, Ottawa, at a meeting in Kemptville of the Nova Scotia Dietetic Association.

Not New Idea

Miss Ballantyne said changing the "fat" was not a new idea, and the new "filled" milk was sold by dairies in California.

Every year, the speaker said, it is becoming harder for the mother or anyone else to know if her family was getting a well-balanced diet. The food selection is so wide and formulated foods so varied and complex, that just to follow Canada's Food Guide may not be enough.

Substitute dairy products are on the increase — such as coffee whiteners, whipped toppings, chip dips, sour cream bases and margarine.

Vegetable Fats

Miss Ballantyne said all of these used vegetable fats rather than milk fat and the variety indicated the extent to which the dairy industry is changing.

In the United States over 90 per cent of the fluid milk has vitamin D added, but in Canada, the speaker said, although the addition is permitted, it is not implemented in all parts of the country. It is against the law in some areas.

Speaking of a revolution from natural to processed foods, now under way, Miss Ballantyne said the diet, which nutritionists and agriculturalists have promoted in the past, may not be the ideal one and this new knowledge will influence agriculture, our food habits and our teaching.

"We must not be dogmatic in our teaching, but also we must not be influenced too much by every new idea.

"So keep your eyes on the new foods. Read the labels and try to interpret them and know what you are recommending and why."

In regard to substitute milk products, the Consumers Association of Canada issued the following:

"Because of widespread consumer acceptance in the United States of blended and substitute milk products, and the fact that processors-distributors in Canada are now researching production and marketing techniques, the Consumers' Association of Canada believes these products should be made available to consumers in Canada. Both types of so-called milk replacements can retail at a lower price than fluid milk products but regulations now in force in Canada prohibit the blending of dairy and non-dairy foods. Although the nutritive value of substitute milk products has not been fully established, blended milks do supply the nutritive values normally associated with fluid milk. The Consumers' Association of Canada feels that in the interest of the consumer, regulations should be amended to allow a blended milk product to be sold in Canada. The Association is convinced that this type of product must be marketed separately from dairy foods and must be clearly labeled to allow easy identification, and to prevent confusion with natural dairy products.

University of Saskatchewan

College of Home Economics

Assistant Professor in Foods—required to teach undergraduate classes in the area of foods and to undertake research. Master's degree required, experience desirable. Salary range $9,200 - $12,200 depending upon qualifications and experience.

Assistant Professor or Lecturer in Institutional Administration — required to teach one and one-half classes in Institutional Administration and act as advisor to the campus food services area. Master's degree preferred but status of a Professional Dietitian with experience would be acceptable. Salary range — Assistant Professor $9,200 - $12,200, Lecturer $7,200 - $9,800 depending upon qualifications and experience.

Please address enquiries and applications to:

Dr. Edith C. Rowles Simpson, Dean
College of Home Economics
University of Saskatchewan
Saskatoon, Saskatchewan

MEN ARE ENCROACHING

(*Continued from page 29*)

and so must home economists. However, let us not lose the essential nature and values inherent in Home Economics. After all, we are not dealing with bombs or nuclear fission. Our research is for the welfare of the nation . . . hence it is important that nothing separates Home Economics at the university level from PEOPLE, FAMILIES, and COMMUNITIES.

All this means we have a war to wage. Let us not stand idly by. Let us band together. Let us recognize the danger. Let us be more vocal in our anger and dismay at this unworthy usurpation by men of the administrative positions held by women in Home Economics.

HAPPENINGS

(*Continued from page 19*)

• **Mini Sketch**

Kay Spicer, Home Economist, mother of three, and president of T.H.E.A., belongs to the group of smart young women who do things, go places, and successfully juggle many balls in the air at one time.

She is, at present, a Home Economist associated with Infoplan, a company which provides public relations services. Her involvement covers the whole field of Home Economics and, as with most free-lance work, the demands are usually sudden and soon. Infoplan has a network of eighty Home Economists across the United States and Canada and one of the requirements of employment is that the graduate be a member of the National Home Economics Association.

Kay, a Home Ec. graduate of the University of Saskatchewan, was married shortly after graduation and lived in Regina where she was with the Provincial Department of Education in their correspondence school curriculum. This service was for remote northern and rural areas and Kay's assignment was teaching grades 9 and 10 Home Economics. Positions of interior decorating and supply teaching added to her experience before the very practical application of Home Economics in raising the Spicer family of three.

An invitation from Lever Brothers

The results of an interesting test await you at the Canadian Home Economist Convention in Regina.

You will see what happened when two pieces of china were boiled in two identical tanks for eight hours. One tank contained a measured amount of Dishwasher 'all'; the second tank contained the same amount of another automatic dishwasher detergent.

Please plan to drop by the Lever Brothers booth and take a look at the results. We think you'll find this test quite revealing.

We're looking forward to seeing you.

Administrative Dietitian

BERMUDA

The King Edward VII Memorial Hospital, Bermuda, requires a senior level Administrative Dietitian qualified to undertake complete responsibility of the Dietary Department, including reorganization and staff training as well as therapeutic diets.

This is a 200-bed hospital expanded into mainly new premises. The administration are anxious to improve kitchen and dietary facilities; future plans include affiliation with neighbouring geriatric and psychiatric hospitals.

An interested dietitian could feel assured of full administrative support. Salary according to C.D.A. standards up to the level of $9,000 annually for a suitable person.

For further information and interview, contact

Miss Helen M. Smith,
Director of Dietetics,
Montreal General Hospital,
Montreal 25, Quebec.

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